



**COLLIS PRIMARY SCHOOL**

**GEOGRAPHY POLICY**

## **INTRODUCTION**

Geography is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the geography taught in our school.

## **THE NATURE OF GEOGRAPHY**

Geography is concerned with the study of places, the human and physical processes which shape them, and the people who live in them. In our school pupils begin by studying their local area and then progress to looking at contrasting localities, both within the United Kingdom and also in other parts of the world. Geography helps our pupils gain a greater understanding of the ways of life and cultures of other people in other places.

## **AIMS**

It is our intention that the pupils' experience of geography at Collis School should help them:

- develop a strong interest in their personal surroundings, both at school and at home;
- encourage an interest in other parts of the UK and the rest of the world
- be aware of the physical and human conditions around the globe and their place in it;
- understand the relationships between people and their living environments and what it means to live in one place rather than another;
- appreciate the importance of geographical location and its relationship with different landscapes, climates, type of human activity and people's beliefs;
- develop a wide range of skills, knowledge and understanding to carry out geographical enquiry and interpret geographical information;
- to achieve their potential in all aspects of the subject by working at an appropriate pace and level;
- to develop skills and knowledge which encourage the ability to interpret the world in which they live.

## **ENTITLEMENT**

The policy for geography at Collis Primary School takes due regard of the statutory requirements of the National Curriculum.

The National Curriculum programme of study for geography is divided into two sections:

- 1 Knowledge, skills and understanding**
- 2 Breadth of study**

Knowledge, skills and understanding is divided into 4 areas:

- 1 Geographical enquiry and skills
- 2 Knowledge and understanding of places
- 3 Knowledge and understanding of patterns and processes
- 4 Knowledge and understanding of environmental change and sustainable development

The above key elements run concurrently through both key stages and are taught through the following areas of study:

During **Key Stage One**, pupils are taught through the study of three localities:

- a The locality of our school
- b A locality in the United Kingdom, and a locality overseas, that has physical and/or human features that contrast with those in the locality of the school.

In their study of localities, pupils will study at a local scale and carry out fieldwork investigations outside the classroom.

During **Key Stage Two**, pupils are taught through the study of localities and themes:

*Localities*

- a A locality in the United Kingdom
- b Contrasting localities overseas, including that of a locality in a country that is less economically developed.

*Themes*

- d Water and its effects on landscapes and people
- e How settlements differ and change
- f An environmental issue.

In their study of localities and themes pupils will; study at a range of scales, study a range of places and environments in different parts of the world, and will carry out fieldwork investigations outside the classroom.

## **THE FOUNDATION STAGE**

Geography in the Foundation Stage is taught within the area of Knowledge and Understanding of the World and follows the Early Years Foundation Stage Framework and Guidelines; working towards the Early Learning Goals. In regards to geographical aspects, the pupils will, through a variety of topics, develop their knowledge of the local and wider environments, of human roles, and of local features.

## **TEACHING AND LEARNING**

Geography is taught through the QCA schemes of work in Key Stages One and Two, and through the Early Years Foundation Stage framework and guidelines in nursery and reception. Appendix 1 shows a whole school overview of the geography topics currently taught.

Geography is taught as a separate subject in Key Stages One and Two, and lessons take place weekly. As geography comes under the broader title of Humanities, along with history, either geography or history will be taught at any one time.

The QCA topics vary in length, being taught for either half a term or a whole term. The teaching of each unit will develop the pupils' knowledge, skills and understanding in depth.

## **PROGRESSION**

During Key Stage One pupils investigate their local area and a contrasting area in the United Kingdom and abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. During Key Stage Two pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. (National Curriculum pgs. 110 & 112)

## **RESOURCES**

The resources for geography are kept in trays in a resource cupboard in the new hall and also in the appropriate year band classrooms. A broad range of resources is currently held, including globes, atlases, maps, picture and aerial photographs and reference books. The LCP scheme for geography, which follows the QCA scheme of work, is also used to supplement planning and resources.

## **EQUAL OPPORTUNITIES**

All pupils, regardless of gender, ability or race will have equal access to the teaching of geography. However, this teaching will be differentiated appropriately to meet the needs of the individual child.

## **DIFFERENTIATION**

There are four main types of differentiation used in geography:

*By outcome* - same task to all pupils, but one that allows a variety of responses

*By support* - teacher input, specialist learning support and other pupils acting as responsible partners

*By resources* - variety of resources available and accessibility of written materials

*By task* - different tasks given to groups of individuals to assist the less able and stretch the more able.

## **ASSESSMENT**

Assessment is an ongoing process in the classroom as teachers observe pupils' oral and written responses. Evidence may be collected where necessary but teachers are not expected to keep detailed records. The learning outcomes within each QCA unit offer teachers opportunities for checking progress.

## **ICT**

Information Communication Technology can help with geographic enquiry, through the use of geography databases and research on the internet, as well as with communicating the results of geographical studies. Every effort is made to effectively utilise the many cross-curricular links available through geography.

## **REVIEW**

This policy will be reviewed in line with the school development plan.

Policy agreed by all staff.

January 2008

Co-ordinator: E.Penrose