



# Glen Hills Primary School Geography Policy

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Our aims in teaching geography at Glen Hills are:

- To study the location of places.
- To look at physical systems.
- To look at human and physical processes and patterns.
- To explore the relationships between people and their environment.
- To appreciate racial, cultural and economic diversity.
- To investigate issues and concerns of a geographical nature
- To develop enquiry skills.
- To use ICT skills to help in their study.
- To have fun whilst learning about the world.

Objectives:

- To stimulate children's awareness of their environment, building on their own experience and interests.
- To develop a knowledge of three localities in the United Kingdom and outside it
- To become aware of the variety of landscapes, cultures and lifestyles that exist on the earth.
- To recognise and study the natural environment and appreciate the beauty of the world around them
- To develop concern for the quality of the environment and to develop an increasing awareness of human effects upon this environment.
  
- *The objectives for each year group can be found in the schemes of work.*

### EARLY YEARS FOUNDATION STAGE (EYFS)

Geography skills are developed through the programme of study entitled 'understanding of the world' in the foundation stage document which states:

*“Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.”*

Practitioners should give particular attention to:

- Activities based on first-hand experiences;
- Opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture;
- Adult support in helping children communicate and record orally and in other ways.”

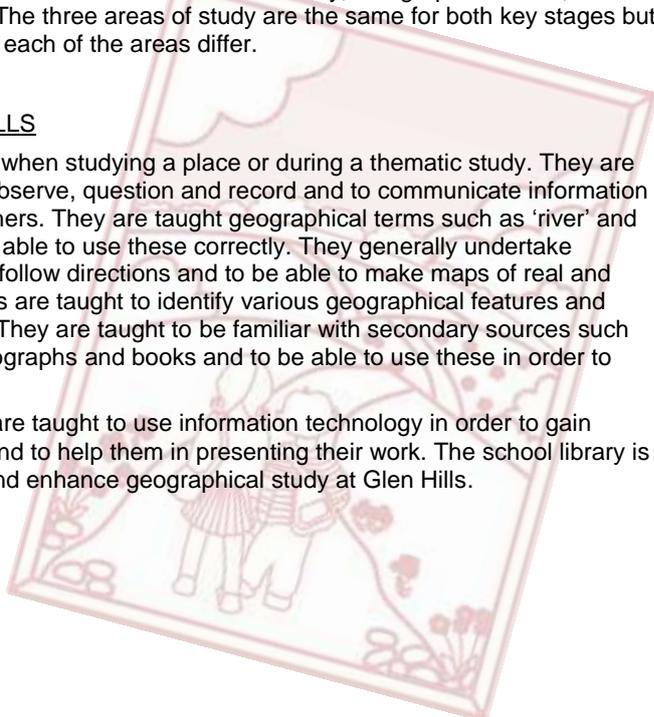
### NATIONAL CURRICULUM

The National Curriculum for Geography consists of the programme of study and a single attainment target. The programme of study for each key stage begins with a statement outlining the type of geography work that pupils are expected to undertake. This is then divided into three areas of study; Geographical Skills, Places and Thematic Studies. The three areas of study are the same for both key stages but the requirements within each of the areas differ.

### GEOGRAPHICAL SKILLS

Pupils are taught skills when studying a place or during a thematic study. They are given opportunities to observe, question and record and to communicate information and their answers to others. They are taught geographical terms such as 'river' and 'temperature' and to be able to use these correctly. They generally undertake fieldwork, are taught to follow directions and to be able to make maps of real and imaginary places. Pupils are taught to identify various geographical features and places on these maps. They are taught to be familiar with secondary sources such as pictures, aerial photographs and books and to be able to use these in order to obtain information.

At **Key Stage 2** pupils are taught to use information technology in order to gain additional information and to help them in presenting their work. The school library is also used to facilitate and enhance geographical study at Glen Hills.



## PLACES

At **Key Stage 1**, two localities are studied: the locality of the school and another contrasting locality either in the UK or overseas. In these studies pupils are taught about the main features of a locality, how localities may be similar and also how they differ, about the effects of weather and how land and buildings are used.

At **Key Stage 2**, three localities are studied: the local area, a contrasting area in the UK and a contrasting area in one of Europe, Africa, Asia, South or Central America. During the study of these places pupils are taught about the main features and environmental issues of each locality and how the features influence the nature and location of human activity within the localities, about differences and similarities between them, about recent or proposed changes and how each locality is set within a wider geographical context.

## THEMATIC STUDIES

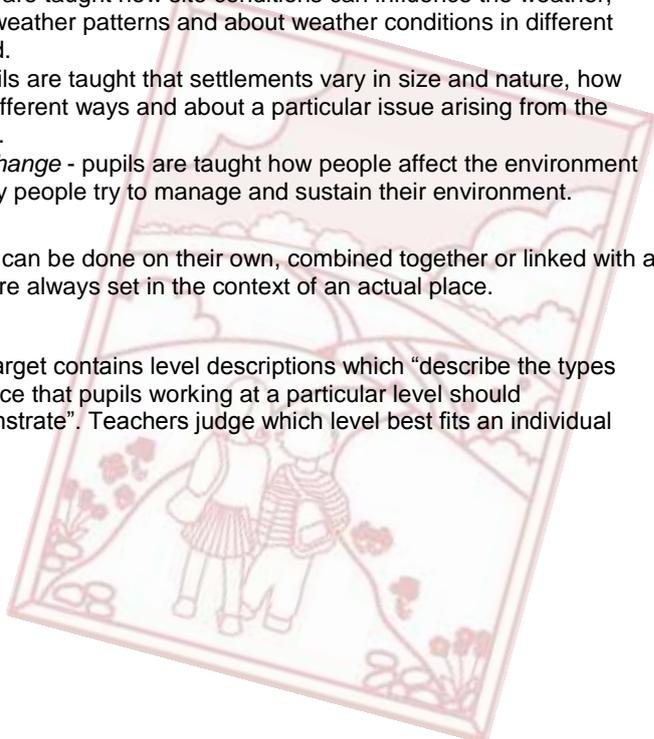
At **Key stage 1** pupils study the local environment. During this study they are taught to express views on the attractive and unattractive features, how the environment is changing and how the quality of the environment can be improved.

At **Key stage 2** pupils study four geographical themes;

- *Rivers* - pupils are taught about the main features of rivers and about erosion and how this can form landscape features such as valleys and waterfalls
- *Weather* - pupils are taught how site conditions can influence the weather, about seasonal weather patterns and about weather conditions in different parts of the world.
- *Settlement* - pupils are taught that settlements vary in size and nature, how land is used in different ways and about a particular issue arising from the way land is used.
- *Environmental change* - pupils are taught how people affect the environment and how and why people try to manage and sustain their environment.

These thematic studies can be done on their own, combined together or linked with a locality study but they are always set in the context of an actual place.

The single attainment target contains level descriptions which “describe the types and range of performance that pupils working at a particular level should characteristically demonstrate”. Teachers judge which level best fits an individual pupil’s performance.



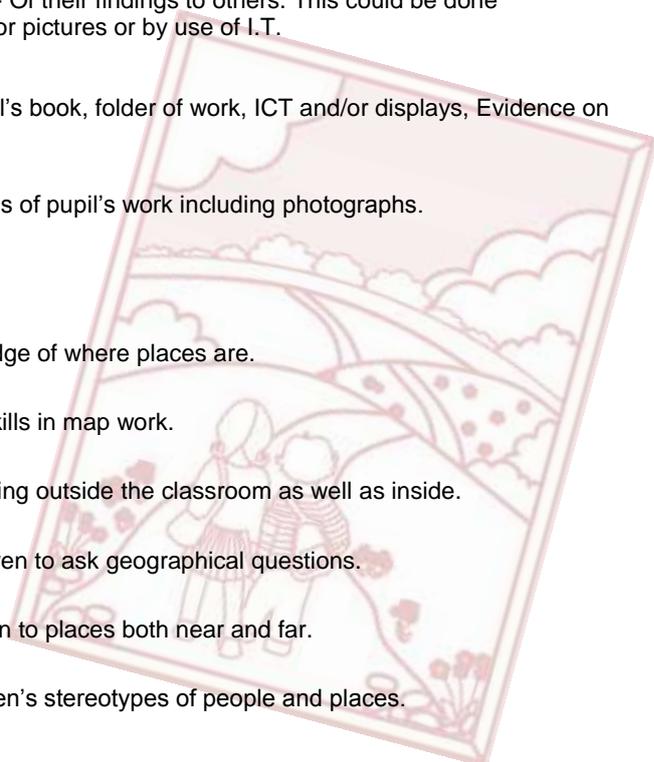
## PROCESS OF TEACHING

The process by which Geography is taught will vary from teacher to teacher but it will include some or all of the following:-

- Observation/Knowledge - The world around them, their immediate environment, visits from school.
  - Television, video, radio, newspapers.
  - Visitors talking about places or Professions.
  - Maps, atlases, books and photographs.
  
- Enquiry - Pupils raising questions about their observations.
  
- Investigation - Wherever possible this involves fieldwork.
  
- Interpretation - Their own and other people's points of view.
  
- Communication - Of their findings to others. This could be done orally, in writing or pictures or by use of I.T.
  
- Recording - Pupil's book, folder of work, ICT and/or displays, Evidence on Earwig.
  
- Teacher's records of pupil's work including photographs.

All geography topics:-

- Develop knowledge of where places are.
- Develop basic skills in map work.
- Encourage learning outside the classroom as well as inside.
- Encourage children to ask geographical questions.
- Introduce children to places both near and far.
- Challenge children's stereotypes of people and places.



- Make links with work in other curriculum areas.
- Involve the children actively in learning.
- Stimulate their interest and curiosity.
- Be enjoyable and fun!

### PLANNING

Geography has many links with other areas of the curriculum. A topic on weather could cover attainment targets in Science, Maths, Technology and English.

Cross curricular planning is regularly updated with the new NC programmes of study to ensure good coverage/balance of knowledge, skills and understanding is provided across the year group/key stages.

### ICT

Information technology is a major resource used in geography for;

- Communicating Information(word processing and graphics/drawing packages)
- Handling Information (data bases , CD Rom)
- Modelling (simulations and spread sheets)

Geography provides many opportunities to use ICT including programmable robots (ROAMER), e mails, videos, CD Roms, World Wide Web, digital cameras, and the Glen Hills weather station.

Children are given opportunities to use the internet and geographical programmes which help reinforce and develop their understanding.

Pupils develop and apply their ICT capability in the study of Geography through these opportunities.

- Teachers use interactive whiteboards to demonstrate websites/ information wherever possible.

### MULTI-CULTURAL EDUCATION

During the study of an area outside the UK we aim to give the children some understanding of the culture and beliefs of other people and places. This element of the subject has direct links with multi-cultural and religious education.

### EQUAL OPPORTUNITIES

All pupils will be expected to study each geography topic irrespective of race, gender, their ability, religion or cultural background. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

### SEN/MORE AND VERY ABLE

Teachers endeavour to ensure the curriculum meets the needs of all the pupils.

This will often mean that specific tasks are modified or extended to meet the needs of individual pupils. There are a number of strategies for differentiation;

- Differentiation by task.
- Differentiation by outcome.
- Differentiation by a carefully scaffolded sequence of activities.
- Differentiation by recording.
- Careful selection of resources / materials available.
- More open task / creative learning.
- Teachers use a range of approaches in styles of teaching to cater for the different ways in which children learn. This will include kinaesthetic, creative, visual and auditory methods.

### ASSESSMENT AND MONITORING

Teachers carry out continual monitoring of each pupil's understanding and assess their achievement and progress made throughout the topic. This may result from a range of sources including;

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities
- Field work
- Photographic evidence.

At certain times teachers carry out specific assessment tasks. Reports on the work carried out by the children and their progress will be issued bi-annually to parents.

Key objective statements for all year groups are collated and kept in the Geography co-ordinators file.

### HEALTH AND SAFETY

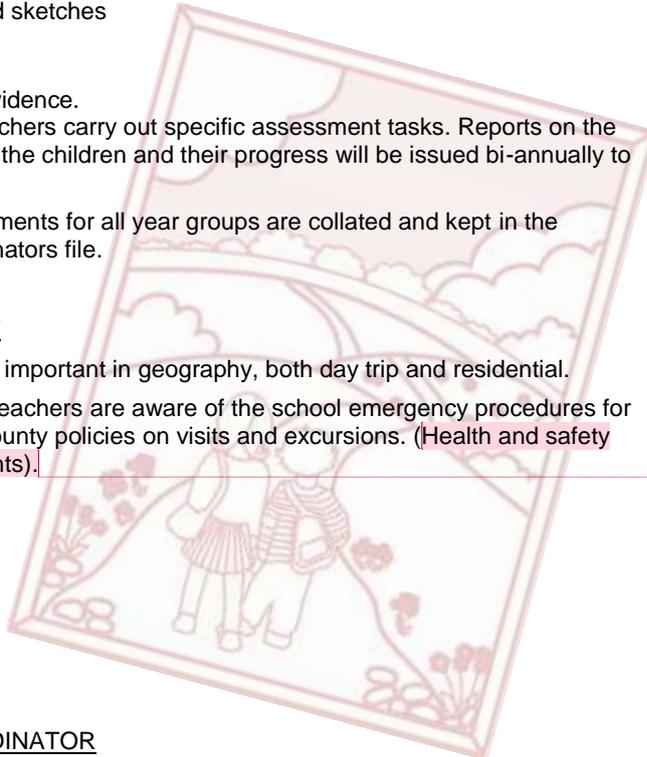
Fieldwork is particularly important in geography, both day trip and residential.

When planning a visit, teachers are aware of the school emergency procedures for trips, and school and county policies on visits and excursions. (Health and safety policy / Risk assessments).

### ROLE OF THE COORDINATOR

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The role of the coordinator is to;

- Take responsibility for the purchase and organisation of resources for Geography by liaising with class teachers for wish lists and prioritising purchases.
- Keep up to date with developments and inform colleagues as appropriate.
- Monitor progress in Geography
- Keep file of examples of work/photographs.
- Conduct an annual scrutiny to ensure good planning and coverage of topics across each year group.



Policy	<i>Geography</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>April 17</i>