



# Rollesby Primary School and Nursery

## Geography Policy

Children are interested in the world around them. The study of Geography makes a valuable contribution to their understanding of all aspects of life, giving a sense of location and place.

### **Aims**

The national curriculum for geography states that all pupils should:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Through our geography teaching we will encourage children to:

- be observant and curious about the geographical and social aspects of their local environment and national heritage;
- care about the environment and understand how and why it is changing;
- to recognise and understand issues concerning the environment and sustainable development.
- be interested in the world around them, the physical and human features of their surrounding and its past;
- ask questions, form hypotheses and collect and record evidence appropriately;
- be tolerant and respectful of the many value systems, cultures and people represented in the world;
- distinguish between fact and opinion and develop their own points of view;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- work individually and co-operatively, listening to and valuing the opinion of others.

### **Planning**

- Topics are planned carefully to ensure that learning covers the requirements of the National Curriculum. The school has created a long-term plan to ensure continuity and progression. We follow the learning questions laid out in the learning challenge curriculum (see attached curriculum map).

- Geography will be taught where possible from topics and there will continue to be cross-curricular links with many other subjects.
- Learning is planned through an enquiry approach where possible.
- In the Early Years children are encouraged to investigate the world around them, especially looking closely for similarities, differences, patterns and change. Geography is taught using a multi sensory approach and uses a range of resources such as maps, videos and photographs.

## **Teaching and Learning**

- Children are encouraged to ask as well as answer geographical questions. They have the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs. The iPads and ICT help to enhance learning where possible.
- Wherever possible, pupils are involved in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.
- Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

## **Available Resources**

- A selection of reference books (fiction and non-fiction) can be found in the school library.
- A collection of video and DVD materials and collections of photographs, charts, pictures and maps are also within school
- Interactive whiteboards, the ICT suite and iPads can be used for research online.
- Trips and fieldwork will be undertaken where possible.

## **Assessment, recording and reporting**

Individual class assessments and recording of achievements in geography will be done in a variety of formats. This includes gathering evidence of what individual pupils know and understand in geography by observing them at work, listening to and discussing with them and evaluating the work they produce.

There is an annual report to parents on how well the pupil has achieved, what they do well and what is needed to bring further improvements.

## **Review**

This policy will be reviewed by the subject leader as part of the general curriculum review programme....Autumn 2020.