

MERE SCHOOL

Geography Policy

Rationale

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills, both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social science. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Aims

Geography teaching offers opportunities to:

- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat; and
- thereby enhance children's sense of responsibility for the care of the Earth and its people.

Content

Foundation Stage

Many children in the foundation stage class will have had opportunities to find out and learn about the world they live in. These experiences will include:

- an increasing awareness of their surroundings;
- focusing on the variety and diversity of human and natural resources;
- being introduced to moral responsibility;
- developing ideas of citizenship and challenging stereotypes;
- learning map work skills.

KS1

At KS1, Geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children:

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places;
- focus on geographical questions like *What/Where is it? How did it get like this?*;
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and photographs.

By the end of KS1, most children will be able to:

- describe the main features of localities and recognise similarities and differences;
- recognise where things are and why they are as they are;
- express their own views about features of an environment and recognise how it is changing;
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

KS2

At KS2, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Children:

- study places and themes at different scales from local to national in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world;
- study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments;
- focus on geographical questions like *What is it like? How did it get like this? How and why is it changing?*
- develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs.

By the end of KS2, most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences;
- know the location of key places in the United Kingdom, Europe and the world;
- explain patterns of physical and human features;
- recognise how selected physical and human processes cause changes in the character of places and environments;

- describe how people can affect the environment and explain the different views held by people about environmental change;
- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Progress in geography can be characterised by:

- an increase in breadth of studies: the gradual extension of content – places, themes and environments – to be considered;
- an increasing depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
- an increase in the spatial scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales;
- a continuing development of skills: to include the use of specific geographical skills such as mapwork and more general skills of enquiry matched to children’s developing cognitive abilities;
- increasing opportunities for children to examine social, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people’s beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Language and Communication

Children:

- develop language skills, through talking about their work and presenting their ideas using sustained and systematic writing of different kinds;
- use geographical language and draw maps and diagrams to communicate geographical information;
- read fiction and non-fiction, and extract information from sources such as reference books, CD Roms, e-mails and the internet.

Value and Attitudes

Children:

- work with others, listen to each other’s ideas, and treat them with respect;
- have opportunities to consider their own attitudes and values, and those of other people;
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;
- develop a respect for the environment and be encouraged to evaluate their own and others’ effect or impact on it.

The Geography Scheme of Work has been written based on the curriculum guidance and the whole school thematic approach. We also use the Geography LCP files to

help with teacher resources. The units of work are linked to our termly themes, where possible.

Differentiation is planned for by the class teachers and written on the weekly plans.

Assessment

Assessments in Geography are based on teacher observations and made at the end of each unit. Teachers also make assessments at the end of each lesson. The end of unit expectations provide broad descriptions of achievement within each unit for teachers to decide where a child's progress differs markedly from that of the rest of the class. Their experiences and progress will be documented in their written annual report.

Resources

All resources are located in the cupboard in red class. Reference material is located on the curriculum shelves and the Geography subject leader's file contains useful information. It is the responsibility of each class teacher to collect resources and then return them after use. Useful ICT links are in the box files in the ICT suite.

Equal Opportunities

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, race, creed and disability, taking into account the individual needs of the children.

Spring term 2009

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