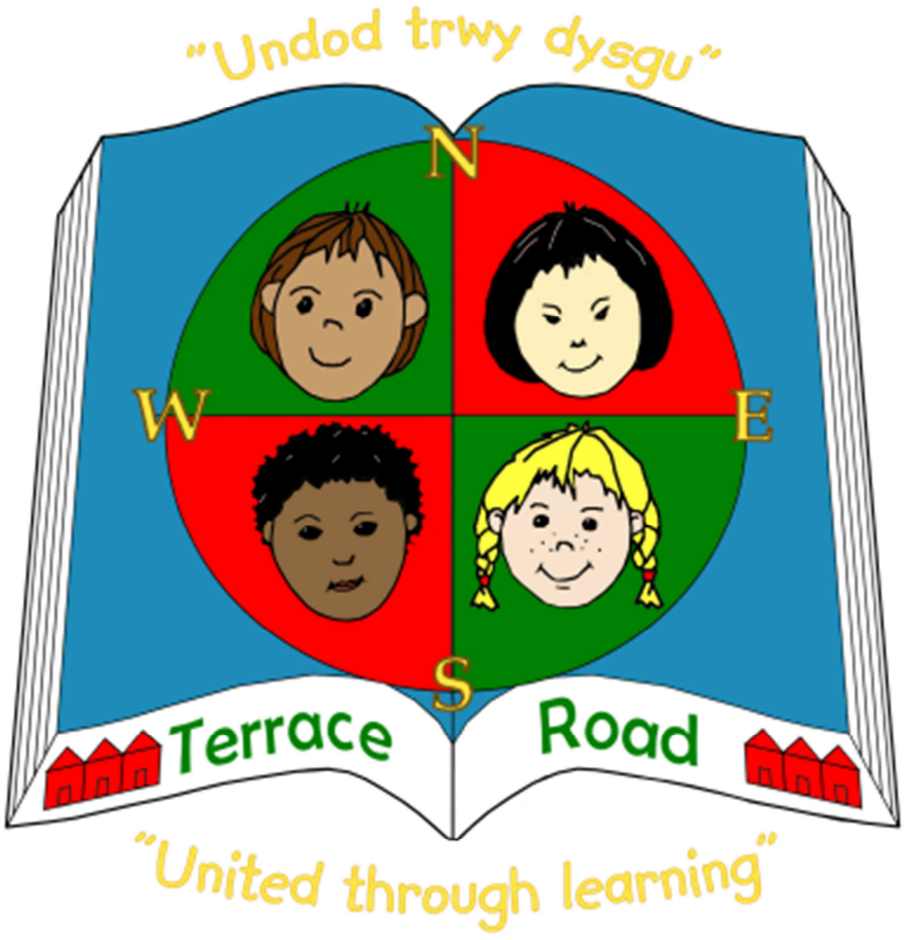
Terrace Road Primary School



Geography Policy

TERRACE ROAD PRIMARY SCHOOL

GEOGRAPHY POLICY

INTRODUCTION

This policy outlines the teaching, organisation and management of Geography at Terrace Road Primary School. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Geography in the Foundation Phase

Geography is embraced by one of the seven Areas of Learning – Knowledge and Understanding of the World. When investigating times and places, children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do.

Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

Geography at Key Stage 2

At Terrace Road Primary School, we desire that learners build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase. Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, pupils develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, children will develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion.

In addition to this, Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. Pupils are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

AIMS

Our main aim is to ensure that:

• all children are taught Geography as specified in the National Curriculum programme of study

When teaching Geography we also aim to:

• develop pupils' skills in:

- Locating places, environments and patterns
- Understanding places, environments and processes
- Investigating
- Communicating

• give pupils opportunities to:

- study living in Wales
- study living in other countries
- study living in my world
- carry out investigations and fieldwork
- to ask and answer questions about places, environments and geographical issues

• foster in pupils:

- an understanding and appreciation of communities, both local and global
- a real awareness of their surroundings and their role in caring for the environment
- an awareness of the diversity of physical and human conditions in Wales and the world

• create in pupils:

- an understanding of how places and people are interdependent
- a belief in the importance of being a global citizen

A SKILLS FOCUS

All schemes of work have been created to ensure that learners have the opportunities to develop, practise and apply the four skills identified in the programmes of study for geography and the *Skills framework for 3 to 19-year-olds in Wales*.

Developing thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In **geography**, learners develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them. They reflect

on what they have learned in one context to develop more abstract understanding and apply their knowledge and skills in new contexts.

Developing communication
Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.
In **geography**, learners select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology. Through their investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences. In discussing geographical issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations.

Developing ICT
Learners develop their ICT skills across the curriculum by **finding**, **developing**, **creating and presenting information and ideas** and by using a wide range of equipment and software.
In **geography**, learners use their ICT skills to access the internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns. In fieldwork they use equipment to gather and organise information and select programmes to enhance the
presentations of findings.

Developing number
Learners develop their number skills across the curriculum by **using mathematical information**, **calculating**, **and interpreting and presenting findings**.
In **geography**, learners apply number skills in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

In addition:
Curriculum Cymreig (7–14)
Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
Geography contributes to the Curriculum Cymreig by offering opportunities for learners to explore by investigation and fieldwork the diversity of the natural and human landscapes in Wales. They examine the economic processes that have changed Wales and how decision making at local, national and European levels can affect Wales' development. They explore the reasons for economic and environmental issues that affect communities in Wales, including their own. They develop a sense of place and identity through investigating the links between communities and between regions in Wales, as well as understanding relationships between
Wales and other countries.

Personal and social education
Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.
In **geography**, learners have opportunities to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environmental actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

Examples of activities that offer opportunities for skills development:

- using an enquiry approach to encourage learners to ask and find answers to relevant questions
- carrying out fieldwork; including identifying questions for investigation, gathering and selecting information, e.g. by observation, measurement or research
- using visual images to develop an understanding of places and processes, e.g. by annotating a photograph to identify natural or human features of a locality
- using maps, photographs or data to identify and analyse differences between places or changes over time
- analysing data by sorting and sequencing, classifying or ranking to identify trends and patterns, e.g. by using a Venn diagram to explore similarities and differences
- using maps, atlases, Google Earth, etc. together with aerial photographs to locate places and to identify the characteristics and patterns of an area, e.g. wind farms

EQUAL OPPORTUNITIES

At Terrace Road Primary School, we believe in the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action* which states that*:*

> All children and young people must be provided with an education that develops their personality and talents to the full.

We are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

We seek to develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. The subject of Geography provides an excellent context for exploring the values and attitudes that will enable learners to participate in the multi-ethnic society of Wales, preparing them for life as global citizens.

TEACHING GEOGRAPHY

Teaching time

In keeping with the philosophy behind the Revised Curriculum of 2008, Geography at Terrace Road Primary School is taught using a thematic approach and as such there is no set model for the amount of time given over to the teaching of Geography on a weekly basis. This allocation may vary from term to term depending on the topic studied. The responsibility of ensuring adequate coverage of the National Curriculum for Geography lies first with the subject coordinator but ultimately with the individual teacher. Links will also be made to other subjects so that pupils can develop and apply their Geographical skills in a range of contexts (please refer to schemes of work and Topic webs for more detail).

Out-of-class work and homework

The Geography lessons will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework where appropriate.

Links between Geography and other subjects

Geography contributes to many subjects within the primary curriculum and opportunities will be sought to draw geographical experience out of a wide range of activities, including fieldwork. This will allow children to begin to use and apply Geography in real contexts.

ADDITIONAL LEARNING NEEDS

- **Able and Talented**

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement and challenge their thinking. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

- **Pupils with particular needs**

The Geography lessons are appropriate for almost all pupils. Teachers will involve all pupils through differentiation.

- **Pupils with disabilities**

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. In Geography we will meet this duty by:

- increasing the extent to which disabled pupils can participate in the school curriculum

- improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the Geography curriculum

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

- **Pupils with special educational needs and individual education plans**

Teachers will aim to include all pupils fully in their Geography lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualized programme in the main part of the lesson.

(for more detail refer to ALN and SEN policies)

RESOURCES

- Atlases and globes
- Topic boxes of books and resources (library)
- Additional resources from the ELRS
- DVD materials
- Cameras, flipcams
- Relevant web resources i.e. Google Earth
- The local area

HEALTH AND SAFETY

In their planning of activities, teachers will anticipate likely safety issues. In the case of field trips, Risk Assessments are conducted prior to the visit. Teachers will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Geographical activities.

ASSESSMENT

- **Assessment for Learning**

Ongoing formative assessment – assessment **for** learning – lies at the heart of good teaching. Through teacher assessments, an extensive knowledge of learners' strengths will be built up, as well as the areas that need further development, and this knowledge will help when planning for the next steps in pupils' learning. Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by teachers, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets, and discover if and when the targets have been reached.

- **Assessment of learning**

Assessment can take place at three connected levels: short-term, medium term and long-term. These assessments can be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils' understanding and give information, which will help teachers to adjust day-to-day lesson plans. Making learning objectives and outcomes explicit in each planned lesson show children what is needed to achieve success. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Where a child's progress differs markedly from that of the rest of the class, teachers should make a note of this within their own planning evaluations. These assessments can inform annual reporting to parents and provide information for transition to the next class/phase.

Medium-term assessments will take place after each topic has been completed.

Long-term assessments could take place towards the end of the school year to assess and review pupils' progress and attainment. However, this is not statutory.

(for more details refer to Assessment policy)

MANAGEMENT OF GEOGRAPHY

Role of the Co-ordinator

- To provide leadership and direction for the subject, ensuring that it is managed and organised to meet the needs of the school and the requirements of the national curriculum
- To aim to improve the quality of teaching and learning in geography to meet the needs and aspirations of all pupils
- To liaise with and support staff with matters relating to the curriculum
- To review and update the policy and schemes of work evaluating the content and method
- To manage resources effectively
- To monitor the teaching of geography
- To compile a portfolio of evidence to include - samples of children's work; evaluative judgements based on the programmes of study objectives; photographs of displays, visiting groups or speakers; class trips; pupil questionnaires; meetings with link governor; advisory support; an audit of resources; a diary of events
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate
- Meet with the link governor on a regular basis to discuss and review the subject

Role of the Headteacher

• Monitor the implementation of this policy, including monitoring teaching plans and the quality of teaching in classrooms

• Keep the governing body informed about the progress and profile of Geography within the school

• Deploy support staff to maximise support as appropriate

• Ensure that Geography retains a high profile in the school’s development work