



Geography Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

1 Aims and objectives

1.1 Geography at Corrie aims to inspire a curiosity and fascination about the world and its people. Through their work in geography, children learn about Earth's key physical and human processes. They learn about diverse places, people and environments. Their growing knowledge of the world helps them to understand the interaction between physical and human processes and the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that allow children to explain how the Earth's features at different scales are shaped, interconnected and change over time.

1.2 The aims of geography are:

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- To 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
- To 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
- To become competent in the geographical skills needed to be able to
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens their understanding of geographical processes

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- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

2 Teaching and learning style

2.1 We teach geography as part of our Kagan sessions and the children work in mixed ability Kagan groups. We use a variety of teaching and learning styles in our geography lessons. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

2.2 We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children in Kagan groups of mixed abilities and setting tasks differentiated to the abilities of the children in each group;
- providing resources of different complexity according to the ability of the child;
- Using classroom assistants to equally support the work of individual children or groups of children.

3 Geography curriculum planning

3.1 We use the national scheme of work for geography as the basis for our curriculum planning in geography. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and

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we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

- 3.2** We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during each key stage; the geography subject leader works this out in conjunction with teaching colleagues in each year group and the children study geography topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- 3.3** The class teacher writes the lesson plans for each geography lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the geography subject leader can discuss them on an informal basis.

4 Foundation Stage

- 4.1** We teach history in reception and nursery classes as an integral part of the topic work covered during the year. We relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. We teach Geography in Nursery and Reception classes as an integral part of Knowledge and Understanding of the World. We look at changes to the world through the seasons, and we look at the school grounds and buildings. We encourage the children to talk about where they live and their local environment and how it is changing.

5 The contribution of geography to teaching in other curriculum areas

5.1 English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. For example, at Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills.

5.2 Mathematics

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Geography at Corrie contributes to the teaching of mathematics. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use references.

5.3 Information and communication technology (ICT)

We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. Google Earth is used to enhance their learning of geography and help to visualise a country or area.

5.4 Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as school's Reduce the Waste plastic campaign. Thus geography in our school promotes the concept of positive citizenship.

5.5 Spiritual, moral, social and cultural development

Geography supports spiritual development by providing children with the opportunities to appreciate the natural world, both its human and physical features. At Corrie we hope to inspire a sense of awe and wonder in pupils about the world in which we live in. Geography supports moral development by encouraging children to debate moral issues and consider different viewpoints, for example the pollution of rivers. We believe that educating children about our environment will foster a sense of responsibility to look after our planet and encourage pupils to think about the contribution they could make towards its sustainability. It supports social development through the study of real people in different societies around the world. Children work in Kagan groups which allows them to develop social skills by working as a team to collaborate on activities, solve problems and debate geographical issues. Geography supports cultural development through the study of real people and real places. Children learn about the characteristics of their local area and contrast where they live with other places around the world. By

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studying different countries, it allows children to develop an appreciation of the diverse world in which we live in.

6 Teaching geography to children with special needs

- 6.1 At Corrie Primary School we teach geography to all children, whatever their needs. We provide learning opportunities that match the needs of children and we take into account the targets set for individual children in their Individual Education Plans (IEPs) or Pastoral Support Plans (PSP's).

7 Assessment and recording

- 7.1 Children are assessed in geography by completing a pre and post assessment task which is age appropriate for each key stage. We assess children's work in topic by making informal judgements as we observe them during each lesson, linked to the Learning Objective and National Curriculum statements. Teachers use the observations tool on Target Tracker to record assessments, which allows them to take photographic evidence of children's work and make comments about their progress. This helps to build a 'learning journey' of a child's time at Corrie, which clearly evidences children's work and allows subsequent teachers to access this information. Any extended pieces of written work are marked in line with the school's English marking policy.
- 7.2 The geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in geography for each age group in the school.

8 Resources

- 8.1 We have sufficient resources in our school to be able to teach all the geography topics. We keep these resources in each year group. We also keep a collection of geography equipment, such as compasses, atlases for both key stages and equipment which the children use to gather weather data, in a central store. The local library service also provides us with topic boxes of books to support each of the topics that we cover.

9 Fieldwork

- 9.1 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. We utilise our local environment to support the teaching of

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geography, such as trips to the local river and during Sports Week children are given the opportunity to participate in an orienteering activity to develop their map reading and compass skills.

- 9.2 At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information gathered around the school site. At Key Stage 2 the children do a study of the local area. We also offer them the opportunity to take part in a residential visit to PGL.

10 Monitoring and review

- 10.1 The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching and standards of learning in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Signed: *Cíara Wood*

Coordinator: Miss C.Wood

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