



**BUTTSBURY**  
**JUNIOR SCHOOL**

AN ACADEMY SCHOOL

# Geography Policy

*Maximum Effort for Maximum Achievement*

## **Aims and objectives**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- To enable children to gain knowledge and understanding of places in the world; to include a part of the United Kingdom, a European country and a region in South America.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To use ICT as a tool to enhance the teaching of geography. This may involve the use of items such as the Internet, Google Maps and data logging equipment.
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To develop a variety of other skills, including those of enquiry, problem solving, investigation and how to present their conclusions in the most appropriate way.

## **Teaching and learning style**

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. 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 ICT in geography lessons where this serves to enhance their learning. 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.

### **Differentiation**

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;

- Providing resources of different complexity according to the ability of the child;
- Using adults within the classroom to support the work of individual children or groups of children.

### **Geography curriculum planning**

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each year. The geography subject leader may work this out in conjunction with teaching colleagues in each year group.

Our medium-term plans follow the aims of the national curriculum and give details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis.

Each Year Group creates short term planning for each lesson. These weekly plans list specific learning objectives.

We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school, these include:

- To be able to show understanding through explanation, using accurate precise vocabulary.
- To be able to describe and explain links, patterns, processes and interrelationships.

The contribution of geography to teaching in other curriculum areas:

#### ***Literacy***

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. Children are often asked to research and question information, that they then present in response to targeted challenges. Furthermore, they develop their literacy skills in cross curricular writing, in particular: newspaper reports, information texts and discussion texts – that lend themselves to the nature of geographical content.

#### ***Mathematics***

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

#### ***Information and communication technology (ICT)***

We make provision for the children to use the computer in geography lessons where appropriate. Children use ICT in geography to enhance their skills in finding information, interpreting maps and aerial photographs, collecting and analysing data, and in presenting written work.

#### ***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 re-cycle 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 discussions. Thus geography in our school promotes the concept of positive citizenship. We will encourage the children to take photographs, return postcards to school and to discuss their journey when they go on holiday.

### ***Spiritual, moral, social and cultural development***

Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.

### **Teaching geography to children with special educational needs**

At **our school** we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary, adding questions to extend the learning. The Annual Report will include an effort and attainment grade for the child's performance in geography.

### **Resources**

Resources are shared throughout the school and are regularly updated. Ordnance survey maps are available in a digital format and atlases are provided in classrooms. In addition, there are free-standing and inflatable globes. The school ipads and laptops are used to access a variety of resources.

### **Monitoring and review**

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching 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. The geography subject leader identifies areas of development, which are included in the SDP.

### **Expectations:**

By the end of key stage 2, most children will be able to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America
- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Mastery:

Effective mastery in geography enables children to be able to make comparisons, showing their understanding of geographical similarities and differences through the study of human and physical geography.

Higher order questioning during lessons ensures that pupils can reflect on prior knowledge, so they have the opportunity to apply their understanding between the units of study.

The use of high quality resources such as GIS, atlases, Ordnance Survey maps and photos are used to stimulate curiosity and deep thinking ideas

Children are encouraged to ask their own deep thinking questions and are given time to contribute to peer discussions and debates, considering spatial, economic, environmental and social implications.

As a result of this, pupils will have a deep understanding of the world around them.

#### Monitoring and Review

Policy Date: Summer 2017

Review Date: Summer 2020