



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL
GEOGRAPHY POLICY

'Together with God, Making Learning a Life Long Friend'

OUR VISION FOR GEOGRAPY

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they 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.

SUBJECT AIMS AND OBJECTIVES

At St Anne's C.E, V.C. Primary School our objectives in the teaching of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- 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 develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

SUBJECT LEADER

The member of staff responsible for leading Geography at St Anne's is Miss Abi Riley

TEACHING APPROACHES

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. Each geography lesson begins with a big question which allows children to become inquisitive and enthusiastic about their learning. 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. 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.

PLANNING

Geography is a foundation subject in the National Curriculum. We use the national scheme of work for geography alongside the Oddizzi scheme to help form the basis of our geography teaching. As a school we have adapted the Oddizzi scheme to meet the children's needs. We have adapted the Oddizzi scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. Oddizzi also give the opportunity for children to experience virtually e.g. children can go on a virtual tour to Everest base camp or meet the tribe members of an African village.

Our curriculum planning is based on termly topics combining which also draw on links from other areas of the curriculum. We plan the topics in geography so that they build on 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. Theme days, enrichment days and visits bring breath and balance to children's learning.

CONTRIBUTION OF GEOGRAPHY TO THE DEVELOPMENT OF SMSC EDUCATION

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. 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. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's

appreciation of what is right and wrong by raising many moral questions during the programme of study.

INCLUSION

At our school, we teach geography to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

ASSESSMENT AND RECORDING

Children demonstrate their ability in geography in a variety of different ways. Younger children might explore the local area using a map, whilst older pupils may produce a PowerPoint presentation based on data investigating how land is used, or what areas of the world were involved in WW2. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

The subject lead also creates an exemplar folder of photographs which demonstrates class trips, visiting speakers, activities and practical experiences.

RESOURCES

We have a wide range of resources to support the teaching of geography across the school. These are mainly kept in individual classes. Additional resources will be bought when needed.

MONITORING AND REVIEW

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review planning, evidence of the children's work, and to observe geography lessons across the school.

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