



## NEWHAM BRIDGE GEOGRAPHY POLICY

Reviewed: Spring 2015

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Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chair of G.B. R.A. Committee

### **RATIONALE**

The study of Geography is an opportunity for a child to learn more about their home; it's neighbourhood; their country and the wider world. By developing geographical skills e.g. using the correct vocabulary and resources such as maps, globes etc. we are equipping children to gain a greater understanding of the environment and our place in it. By developing geographical enquiry we are encouraging children to ask questions about different features of the environment and develop a sense of responsibility for their surroundings.

### **AIMS**

In teaching Geography we hope to enable children to:

- develop an interest in and knowledge of their home, it's neighbourhood, their country and the wider world
- develop a range of skills necessary for geographical enquiry and interpretation of geographical information
- begin to appreciate their surroundings and their need to foster a sense of responsibility
- begin to understand the processes that give rise to key physical and human geographical features of the world
- communicate geographical information through use of maps and extended writing

### **OBJECTIVES**

The objectives develop from an initial awareness and interest using simple skills of observation and investigation at the Foundation Stage and Key Stage One, progressing to more detailed and complex studies, investigation and understanding of the geographical issues involved by the end of Key Stage Two.

By the end of Key Stage Two we would expect most children to have had the opportunity to:

- ask geographical questions e.g. What is this landscape like?, and use geographical vocabulary
- locate cities, countries, continents and oceans
- collect and record evidence e.g. on a graph or chart
- identify and explain different views about topical geographical issues
- communicate in ways appropriate to the task and audience e.g. e-mail
- analyse evidence and draw conclusions e.g. by comparing population data for two localities
- use appropriate fieldwork techniques to observe, measure and record the human and physical features in the local area using a range of methods
- use atlases, globes, maps and plans with a range of scales
- use secondary information including aerial photographs
- use ICT to aid geographical investigations
- use decision making skills
- identify and describe what places are like in terms of weather, jobs etc., where they are, how they have become the way they are and how they are changing.
- contrast places with each other and recognise how they fit into a wider geographical context
- recognise and explain geographical patterns and processes; NB 'patterns' refers to the way in which physical and human features occur or are arranged (for example weather changes, street layout) 'process' refers to a series of events that cause changes in a place or environment (for example, flooding, increasing traffic)
- recognise how people can improve the environment and how and why people may seek to manage environments.

## **TEACHING AND LEARNING**

Geography is delivered through a topic approach. In the Foundation Stage, geography forms part of the 'Understanding the World' area of learning. Children learn about people and communities and the similarities and differences between themselves and others. Children also learn about the features of their immediate environment and locality. In both Key Stages our revised curriculum puts emphasis upon the Geographical skills being taught within the areas of: Location Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

## **SUBJECT ISSUES**

To achieve effective teaching and learning across both Key Stages we feel that the following issues should be recognised:

- Children should experience a wide range of teaching and learning styles
- Children need access to a range of stimulating and challenging resources including the use of ICT
- Children should have access to a wide range of resources such as globes, atlas's, maps and photographs
- Children should engage with real places and issues
- Children should participate in fieldwork and be given opportunities to formulate and carry out their own geographical enquires
- Children should have opportunities for extended reading and writing
- Time and resources, including ICT should be made available for pupils to pursue topics in depth and to engage in challenging tasks
- Opportunities should be provided for pupils to discuss, plan and evaluate their work

## **PROMOTING CHILDREN'S SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT THROUGH GEOGRAPHY.**

Children should be encouraged to

- engage with issues that require an exploration of attitudes and values
- reflect upon their own experiences, e.g. a reaction to a dramatic picture of the earth from space
- consider the impact of their own and other's actions, such as dropping litter, on the environment
- work together to investigate how changes can affect different groups of people e.g. how changes in transport affect the elderly
- find out about the different cultures and traditions of children in a less economically developed country.

## **EQUALITY OF OPPORTUNITY**

All children bring to school a wealth of different experiences, interests and strengths that will affect the way that they learn. We aim to include all children in the teaching of Geography by using different teaching approaches, setting realistic and achievable targets for their learning and using effective assessment approaches.

Policy updated May 2015

Zoe Harland