

# Howden-le-Wear Primary School



## Geography Policy

### **Policy and Practice**

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6<sup>th</sup> February 2018



# Howden Le Wear Primary School



## Geography Policy

### AIMS

Howden-le-Wear Primary School aims to provide a high quality geography education for all children which meets the statutory requirements of the National Curriculum (2014) and the Understanding of the World aspect of the Early Years Foundation Stage 2012. Geography should develop:

- An interest and curiosity about the earth, based upon experience and enjoyment. It should develop positive attitudes of responsibility, concern and care for the earth, its environment and its peoples. It should encourage respect for, and understanding of, the value of the variety of peoples and lifestyles on the earth, countering ethnocentrism and promoting multicultural understanding and global citizenship;
- Knowledge of places and spatial understanding, in scales which include local, regional, international and global. There should be specific study of the United Kingdom and its links with the wider world, especially Europe, while stressing global interdependence and sustainable development;
- Knowledge and understanding of the physical features and processes of the earth. It should also develop knowledge and understanding of the environmental inter-relationships of physical and human features and processes, and the relationships between human studies and physical sciences; and
- Skills and techniques, especially fieldwork, and the use of secondary data sources, particularly maps, in order to allow them to carry out effective enquiry. This should include the development of an understanding of the relationships of theories and models to patterns of reality, and the influences of change on the earth.

### ENTITLEMENT

- All pupils should be entitled to have access to a curriculum in geography that fulfils statutory or other requirements and is appropriate to their personal needs.
- The curriculum should be broad and balanced, relevant, progressive and planned. It should provide coherence and continuity in the development of knowledge, understanding, skills, and the study of attitudes and values, and allow for individual development. It should provide young people with knowledge, understanding and skills for life.

Throughout their geographical education, pupils should:

- Be provided with suitable opportunities to develop their knowledge, understanding and skills. They should use primary and secondary evidence and experience a range of fieldwork on and away from the school site in a variety of localities;
- Follow courses of study delivered through a variety of teaching methods and learning opportunities, using a range of resources, including ICT and differing media. They should have the opportunity to use enquiry, discussion and debate through individual and collaborative work, to consider evidence, and reflect different perspectives.
- Experience geography within a framework of cross-curricular subject knowledge, understanding, skills and whole curriculum dimensions and themes.

## **OUTCOMES**

The geography curriculum should enable pupils:

- To extend their interest and appreciation in their surroundings and those of the world's peoples, and to develop positive attitudes of care and concern for physical, human and environmental aspects of the earth, including an appreciation of the rich variety of peoples and lifestyles and their independence, and the concepts of sustainable development and global citizenship; and
- To extend their geographical knowledge, understanding and skills to the highest possible level possible, and to pursue their geographical education to make reasoned judgments about, and contributions to, debates about physical, economic, social and cultural, political and environmental issues.

## **GUIDELINES FOR GEOGRAPHY**

This document should be read in conjunction with the National Curriculum (Sept 2014) and policies on Equality and Diversity, Racial Discrimination, Gender Discrimination and Social Cohesion.

Medium term and weekly planning is held electronically on the Durham Learning Gateway.

### **Scheme of Work**

Geography is taught in school using a combination of resources including schemes of work, library resources and internet resources. The scheme covers all aspects of the National Curriculum Geography, is fully inclusive, and includes a planned progression of geographical skills.

Some of these modules may fit into topic work as part of our Creative Curriculum approach. Geography may be taught as a discrete subject throughout Key Stage 2. Modules are taught in a two-year cycle.

Geography in the Early Years Foundation Stage is taught as the place element of the Knowledge and Understanding of the World Foundation Stage Profile. In the Early Years, the school takes into account the children's' interest in the world around them and aims to provide them with effective tools for learning. A practical approach is adopted which is partly child-led. Children are encouraged to develop their investigative skills and understanding of the world around them in the context of explorations and investigations. Children are encouraged to reflect upon and analyse experiences, and where appropriate to record their findings.

The indoor and outdoor classrooms are used as a basis for activities throughout the school and take account of the fact that children:

- Are active learners who need to be involved in a range of physical experiences which allow them to take charge of situations;
- Need to take the initiative in developing their own ideas and approaches to an activity;
- Need to be involved in talk between themselves and peers as well as a range of adults;
- Need to build their confidence in the management of their own activity and involvement with others;
- Need security in the limitations of both physical and conceptual boundaries yet opportunity to extend those boundaries;
- Require activities which take notice of the need to develop individuals as emergent thinkers not only in science but also in numeracy and literacy; and
- Should interact with adults who have high expectations of them.

## **The Teaching Learning Process and the Creative Curriculum**

Where appropriate, geography will be included in a creative approach to teaching and learning to enable children to make links across the curriculum. However, geography may also be taught as a discrete subject.

### **Special Educational Needs**

In order to meet the individual needs of all children, early identification of Special Needs results in the development of an SEN Support Plan for each child identified as having Special Educational Needs. These support plans will need to be taken into account when teaching Geography. Further advice may be sought from the Special Educational Needs Co-ordinator, Mrs H Clark.

### **Gifted and Talented**

Gifted and talented children are challenged through independent enquiry. Further advice may be sought from the Gifted and Talented Co-ordinator.

### **Fieldwork**

It is always advisable to base learning on first hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. Parental involvement is to be encouraged in these activities and will ensure that pupils are afforded the best possible opportunities for learning, whilst ensuring their safety.

It is hoped that children will explore areas beyond their immediate locality and all teachers will be encouraged to organize visits that will enable pupils to extend their knowledge of the world around them, eg a river study, visit to the seaside etc

## **Assessment, Recording and Reporting**

### **Assessing Pupil Progress**

Progress is recording using agreed age related expectations. Pupil progress is monitored by the Geography subject leader through self-evaluation activities. Records are kept in staff files.

### **Assessment for Learning**

All pupils are continually assessed by staff and work planned appropriately.

### **Reporting to Parents**

Written reports to parents are issued annually. Termly parental consultation events are held to enable staff to discuss individual children's progress with parents.

## **Health and Safety**

The safe use of equipment is promoted at all times and the school complies with the recommendations of Durham County Council in relation to farm visits, handling animals etc.

The school health and safety policy which incorporated County guidelines (available on the Extranet) is available in the office and should be consulted for details regarding scissors, craft knives, electrical equipment, wet areas, heavy equipment and the use of tools.

Schemes of work mention safety procedures which should be referred to.

## **Resources and Evaluation**

All teachers are responsible for the implementation of National Curriculum Geography or the Early Years Foundation Stage, and the development of geography teaching throughout the school.

Signed: \_\_\_\_\_ Governor from  
Curriculum/Standards Committee

Date: \_\_\_\_\_

**To be reviewed: February 2019**