

# RED ROSE SCHOOL – GEOGRAPHY POLICY

Updated: January 2021

All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap 3) and curriculum planning (Sec3 Chap 4). This policy outlines the purpose, nature and management of the Geography taught at Red Rose School.

## THE IMPORTANCE OF GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Aims

For geography our aims are to ensure that all pupils:

- 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
- 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
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

## **National Curriculum: Geography programmes of study**

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

## **TEACHING**

We use a variety of teaching in our geography lessons. We teach the subject in small groups 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. Children take part in role-play and discussions. 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.

We recognise the fact that there are children of widely different geographical abilities and personal preferences 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.

## **GEOGRAPHY CURRICULUM PLANNING**

We use the national scheme of work for geography as the basis for our curriculum planning. We have adapted the national 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.

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 key stage. We combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently.

Our medium-term plans follow the national scheme of work and give details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis. Because we have mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Daily lesson 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.

The curriculum will provide opportunities for pupils to:

- √ build on and expand their personal experiences of geography
- √ explore real and relevant contemporary contexts
- √ use a range of approaches to enquiries
- √ use varied resources, including maps, visual media and geographical information systems
- √ undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team
- √ participate in informed responsible action in relation to geographical issues that affect them and those around them
- √ examine geographical issues in the news
- √ investigate important issues of relevance to the UK and globally using a range of skills, including ICT
- √ make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.

## **THE CONTRIBUTION OF GEOGRAPHY TO TEACHING IN OTHER CURRICULUM AREAS**

### **Literacy**

Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

## **Numeracy**

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.

## **ICT**

Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.

## **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 debates and discussions. Geography in our school promotes the concept of positive citizenship.

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

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. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable 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. 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.

## **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 gives the Head Teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

### **EMBEDDING PERSONAL LEARNING AND THINKING SKILLS - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?**

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in geography and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making personal choices about their learning and finding ways to improve their work, for example by identifying their own questions and planning their own enquiries
- ✓ transferring and extending understanding, for example of a process from the context of one place or scale to another, or from another subject
- ✓ increasingly drawing on their experiences and making connections with key geographical concepts, for example considering the links between their decision to buy a cheap T-shirt and interdependence.