

# **St. Ann's Geography Policy**

## **Aims:**

- 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 a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

## **Language and communications:**

The children should:

- be able to ask geographical questions [for example, 'What is it like to live in this place?']
- express their own views about people, places and environments [for example, about litter in the school]
- communicate in different ways [for example, in pictures, speech, writing]
- use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]

## **Teaching and learning style**

At St. Ann's we:

- offer pupils the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning.
- 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.
- encourage children to ask as well as answer geographical questions.
- encourage children to take part in role-play and discussions and engage in a wide variety of problem-solving activities.
- we involve the children in 'real' geographical activities, wherever possible 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 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;

- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **Geography curriculum planning**

We use the QCA scheme of work for geography as the basis for our curriculum planning but we adapt it to the needs of our children.

The long term plan, based on the Haringey model, is set out in the school's curriculum map and where possible is linked to other areas of the curriculum.

Medium term planning is an overview of the work to be carried out over a half-term.

### **Expectations:**

By the time the pupils leave St. Ann's they should be able to:

- observe and record [for example, identify buildings in the street and complete a chart]
- use fieldwork skills [for example, recording information on a school plan or local area map]
- use globes, maps and plans at a range of scales [for example, following a route on a map]
- use secondary sources of information [for example, CDROMs, pictures, photographs, stories, information texts, videos, artifacts]
- make maps and plans [for example, a pictorial map of a place in a story] .
- identify and describe what places are like [for example, in terms of landscape, jobs, weather]
- identify and describe where places are [for example, position on a map, whether they are on a river]
- recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]
- recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]
- recognise how places are linked to other places in the world [for example, food from other countries] .
- make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather]
- recognise changes in physical and human features [for example, heavy rain flooding fields]
- recognise changes in the environment [for example, traffic pollution in a street]
- recognise how the environment may be improved and sustained [for example, by restricting the number of cars] .
- the locality of the school
- a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.
- study at a local scale
- carry out fieldwork investigations outside the classroom.

### **Assessment and recording**

Children's work is assessed by the teacher making informal judgments as the pupils are observed during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary.

Children's levels are recorded annually on a whole school tracking grid.

The geography co-ordinator conducts a book scrutiny and lesson observations and the results are shared with the staff. The information is kept in a history and geography folder.

## **Resources**

The geography resources are kept in subject boxes at the back of the stage, and there are teachers' resource books in the staffroom. There are a number of geographical films available. The library contains a supply of topic books and software to support children's individual research. All classes have access to globes, maps and atlases.

## **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Pupils in year 6 go to Pendarren for a week, where they do a number of geographical activities, eg. river study, caving etc.

## **Key stage 1**

In key stage 1, geography focuses on developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children:

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places;
- focus on geographical questions like What/Where is it? What is it like? How did it get like this?;
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs.

## **Key stage 2**

In key stage 2, geography focuses on developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Children:

- study places and themes at different scales from local to national in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world;
- study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments;
- focus on geographical questions like What is it like? How did it get like this? How and why is it changing?;
- develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs

## Geography Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local area				Barnaby Bear	Seaside
Year 2			Island home		Field study	Local area
Year 3	Village settlers	Weather around the world			Area outside the window	
Year 4		Village in India	Investigating our local area Connecting ourselves to the world		Improving the environment	
Year 5	The news	Free time		Water	Traffic/Environment	
Year 6	Rivers		Mountains			