



Waddington and West Bradford Geography Policy

1 Aims and objectives

1.1 Geography is an enquiry led subject that allows children to ask, answer and debate questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?
- What could/should the world be like in the future?
- What can we do to influence change?

At Waddington and West Bradford Primary School (WWB) 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 and the forces that drive change. Through geography lessons children are motivated to find out about their world and recognise the importance of sustainable development for the future of mankind.

1.2 Our objectives in the teaching of geography are:

- to enable children to gain knowledge and understanding of the location of locally and globally significant places and the defining physical and human characteristics that make those places unique
- 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 develop children's understanding of 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
- to allow children to learn geographical skills, including: the enquiry process; how to use, draw and interpret maps and other geographical information; how to collect analyse and interpret data; how to communicate and present geographical information in a variety of ways;
- to enable children to know and understand environmental issues at a local, regional and global level and how they might influence change
- to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;

2 Teaching and learning style

2.1 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. 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.

2.2 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 tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- 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.

3 Geography curriculum planning

3.1 Geography is a foundation subject in the National Curriculum. We use the National Curriculum for geography as the basis for our curriculum planning. We have adapted the curriculum to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork, however, we also visit localities where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

3.2 Our long-term plan maps the geography topics studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas such as English, maths, ICT, history.

3.4 Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher may discuss them with the geography subject leader on an informal basis.

3.5 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.

4 The Early Years Foundation Stage (EYFS)

4.1 The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Therefore, we teach geography in Pre-School and Reception classes as an integral part of the seven areas of learning and development particularly Mathematics and Understanding the World. Through "Mathematics", children will develop skills using positioning language, describing familiar routes and discussing locations. Geography makes a significant contribution to "Understanding the World" when children learn about "People, Culture and Communities" and "The Natural World" through activities such as using all their senses in hands-on exploration of natural materials and explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

5 The contribution of geography to teaching in other curriculum areas

5.1 English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the

texts that we use are geographical in nature. For example, in Key Stage 1, we use Martha Maps it Out by L. Hodgkinson in Year 2 and Katie Morag Island Stories by M. Hadderwick in Year 1 to develop children's knowledge and understanding. At Key Stage 2, we organise debates on environmental issues, because we believe that these develop speaking and listening skills. For example, reports, letters and recording information are used to develop children's writing ability and geographical skills.

5.2 Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. Through geography the children develop their understanding of space, scale and distance, and they learn how to use four- and six-figure grid references. They collect data in tables and use graphs to explore, analyse and illustrate a variety of data.

5.3 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 in which people use resources, create waste and recycle 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. We allow them to organise campaigns on matters of concern to them, such as food waste, helping endangered species or people in need. Thus, geography in our school promotes the concept of positive citizenship.

5.4 Spiritual, moral, social and cultural development

In our Christian family, we Encourage, Serve and Respect everyone and shine in the light of Jesus.

Our Christian values and school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. Geography lessons provide opportunities to practice all our school values, particularly wonder, nurture, responsibility and optimism.

At WWB we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain and our geography lessons provide opportunity for learning in this regard particularly mutual respect and tolerance of different faiths and beliefs while learning about life in the UK and in other countries.

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 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.

6 Geography and ICT

6.1 Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling (mountain, climate, population or river data), taking photos and in presenting written work. They research information through the websites, DigiMaps, Google Maps and Google Earth. Digital mapping allows children to create their own overlay maps of local features.

7 Geography and inclusion

- 7.1 At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans (IEPs). 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.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3 We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 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 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.
- 8.2 We record the attainment in geography and pass information on to the next teacher at the end of the year.
- 8.3 The subject leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year of the school.

9 Resources

- 9.1 We have sufficient resources in our school to be able to teach all the geography units in the Scheme of Work. We have globes, maps and a set of atlases for both key stages. In the library, we have a good supply of geography topic books and we use educational software (e.g. DigiMaps) to support the teaching of the subject.

10 Fieldwork

- 10.1 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. Fieldwork may occur on the school grounds or during school trips.
- 10.2 At Key Stage 1, we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site and a visit to the seaside. At Key Stage 2, the children do a study of a local tributary of the River Ribble and a local SSI as well as collecting data on the school grounds. We also offer them the opportunity to take part in a residential visit during which they use an OS Map during a hike.

- 10.3 For health and safety issues regarding fieldwork, our school uses Lancashire County Council's EVOLVE system for educational off-site visits and Risk Assessment Form 5. See <https://evolve.edufocus.co.uk/>

11 Monitoring and review

- 11.1 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;
 - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in geography and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work, and to observe geography lessons across the school.
- 11.2 This policy will be reviewed at least every two years.

Signed:

Date: