



# Geography Policy

## **St Anne's Fulshaw CE Primary School** **Geography Policy**

### **Philosophy**

Geography is the study of the environment from local to global, and of the physical and human forces that shape it. This subject helps to gain a greater understanding of the life and cultures of people in other places. Geography provokes questions about the natural and human world, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative skills both inside and outside the classroom. Therefore it can help prepare pupils for life beyond primary school. Geography helps children to understand and resolve issues about the environment. It is a link between natural and social sciences. It can inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and their environment.

### **Aims**

The aims of teaching Geography at St. Anne's Fulshaw are to:

- To encourage children to ask geographical questions.
- Identify and describe what places are like, where they are, how they are changing, how they compare with other places and how they are linked to other places in the world
- To make observations about where things are located and to recognise features of, or changes in physical and human features
- To recognise changes in the environment and how these can be either sustained or improved.
- To use geographical vocabulary
- To develop the skills required for carrying out fieldwork

### **Planning and Delivery**

Geography is taught through a thematic, topic based approach enabling the possibility for very good cross curricular links. Geography can be linked with literacy, science, maths, IT, art, history and design technology. This fulfils the requirements of the National Curriculum ensuring breadth, balance, continuity and progression of the geographical enquiry, knowledge and skills. Throughout the early years, KS1 and KS2 our topics are planned on a rolling programme. This is reviewed annually due to class changes each year.

### **Differentiation/S.E.N**

All children have needs that are individual, special and ever changing. Classes contain children of mixed ability, so a wide range of activities are planned to incorporate different learning styles and abilities.

### **Equal Opportunities**

All children will be given equal access to Geography regardless of ability, race or gender. Class management takes account of such issues and appropriate resources. Differentiation and appropriateness of the task will give all children access to the curriculum.

### **Monitoring and Assessment**

The children's work is monitored by the class teacher. The teacher is then clear what each child knows, understands and can do. The teacher reports this to parents in termly parents' evenings and at the end of the year in the annual school report.

The subject leader for Geography will observe teaching of the subject and collect samples of work from each year group in FS, KS1 and KS2 to give an overview of the subject. They will check what is being taught, its standards and the levels of achievement.

### **Resources**

- BBC Plus videos – Water, Kenya, Weather, Water, Air and Land, Maps and Mapping, Geography UK, The Caribbean, Rainforest, Coping with Climate.
- KS1 Videos – Barnaby Bear, Seaside Holidays with Magic Grandad.
- Globes, atlases, variety of local maps/world maps, aerial photos
- Variety of Photo packs
- Measuring instruments such as tape measures, trundle wheels, metre rulers and measuring equipment for weather studies – rain gauge, anemometer, compasses, etc.
- ICT – CDROMS/internet/multimedia.

Most of these resources are kept in the staff room or in the room behind staff room.

### **Review.**

**Updated December 2006**

**Reviewed May 2009**

**Reviewed September 2012**

**Reviewed January 2015**