



WENSLEY FOLD PRIMARY SCHOOL

GEOGRAPHY POLICY

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage will, in partnership with parents and the extended community, aim to make each day count for all.

Geography helps children to make sense of their surroundings and the wider world in which they live. It is essentially a study of places and the human and physical processes, which influence them.

The study of Geography is particularly relevant when it focuses upon activities which children can relate to, when it is concerned with their immediate locality or areas they are familiar with, or deals with current issues of social, economic, political or environmental concern. However, primary geography should extend children's knowledge and interests beyond their immediate experience and lead them to investigate and interpret information and ideas they acquire from television, books, films, the internet and other sources.

We are fortunate at Wensley Fold to be situated in an area which is rich in geographical starting points both locally and regionally and these are developed wherever possible.

Aims

The aims of geography teaching at this school are to help children to:

- 🌍 develop a strong interest in their surroundings and the wider world
- 🌍 develop knowledge of the location of globally significant places
- 🌍 appreciate the wide variety of physical and human conditions on the earth's surface and the processes at work which affect them.
- 🌍 recognise some of the more important geographical patterns and relationships in different types of landscape and human activities.
- 🌍 develop an understanding of some of the interactions between people and environments.
- 🌍 understand the importance of geographical location and its relationship to population, settlement, communications and economic activity.
- 🌍 develop a range of skills necessary to carry out geographical enquiry and interpret geographical information.
- 🌍 build up a framework of knowledge and understanding about their own area and country and their relationship with other parts of the world.

Objectives

By the end of Key Stage 1, children should have had the opportunity to:-

- a) extend their awareness of, and develop an interest in, their surroundings
- b) observe accurately and develop simple skills of enquiry, e.g. use of world maps, atlases, globes and fieldwork.
- c) Identify and explore features of the local environment.
- d) Name and locate the world's continents and oceans.
- e) Name, locate and identify characteristics of the countries in the United Kingdom.
- f) Identify and describe similarities and differences between their local area and other localities
- g) Identify seasonal and daily weather patterns and hot and cold areas of the world.
- h) Develop an appropriate geographical vocabulary .
- i) Use simple compass directions.
- j) Increase awareness of the importance of the quality and vulnerability of the environment.
- k) Develop a range of communication skills, e.g. pictures, writing, maps, I.C.T.

By the end of Key Stage 2 children should have had the opportunity to:-

- a) Acquire skills in carrying out observations, collecting and interpreting information.
- b) Practice fieldwork skills in a variety of locations using different equipment.
- c) Carry out further investigations of their local area, particularly with regard to land use, human activity, communications and physical features.
- d) Realise that the local area is part of a broad hierarchy of settlements from the whole town, a region a county, a country and a continent.
- e) Find out that settlements developed in different ways, for various reasons and that land use within them varies and that the U.K contains many examples.
- f) Extend their knowledge and understanding of the local area and the U.K to include Europe and North and South America, including the location and characteristics of a range of the world's most significant human and physical features.
- g) Use the eight points of a compass and four and six figure grid references.
- h) Identify the position and significance of latitude, longitude, the equator, the tropics, Prime/Greenwich Meridian and time zones.
- i) Consider the impact of human activity on the environment – change, conflict, conservation.
- j) Continue to develop a geographical vocabulary.
- k) Continue to develop a wider range of communication skills by which to record and report findings and ideas.

It is essential that a broad range of ways of learning should be involved in understanding geographical knowledge, skills and concepts. Wherever and whenever possible the children should be given experience in the local and more distant environment. Visitors should be invited into school if appropriate.

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding

the World'. Planning for geographical experiences include many outdoor activities which allow children to have first hand experience of the environment. These include using the Woodland Walk and surrounding natural environment, observing the roads and buildings in the locality and enjoying many different kinds of weather. Many of the outdoor play provision activities are also used as a source of learning.

In both Key Stage 1 and Key Stage 2, geography forms part of topic work, some topics have a geographical main focus. A topic based approach shows the integration of geographical skills into the study of themes and real places. Planning topics through the creative curriculum plan ensures links to different curriculum areas and opportunities to consolidate learning in different ways. Geography may be recorded through, for example, art, literacy or design technology. The geography matrix shows when the various topics are studied within the year

Resources

These can be found in topic boxes and the 'non-core subject' files in the appropriate classrooms or year group areas. General geography resources including globes, atlases and various Teachers' Resources are kept on the shelves found in the humanities resource store room in the numeracy support classroom. Further resources including large rolled and flat maps are in the large drawers. Each class has a Geography Resources Maps booklet documenting all the flat and rolled maps. There are many geography books in both the infant and junior libraries and further topic specific books can be found in the topic book boxes.

Geography shelves	Large drawers
<ul style="list-style-type: none"> • various teacher resources • atlases • globes (solid and inflatable) • jigsaws • large plastic maps • Time and Place activity boxes • Ginn geography books • LCP Resource Files • LCP Mapping Activities Files • photo packs 	<ul style="list-style-type: none"> • aerial photographs • plans for Space Building • plans for Somerfield • plans for school extension • postcards • locality resources • Europe posters and booklets • resources for school grounds • large flat maps (various scales) • large rolled maps • photo play mats

ICT

Children are provided with opportunities to develop and apply their ICT skills to support their learning in geography. Computers may be used for word processing, data handling and presenting information. There is an increasing number of software packages being developed to provide simulations which are relevant to the programmes of study covered by both key stages. Use of the internet for geographical enquiry provides access to information

and images of people, places and environments. Search engines provide up to date website addresses. Useful resources can be found using Google Earth, Multimap, Ordnance Survey, Global Eye, National Geographic.

Orienteering

We are fortunate to have a new orienteering course. As part of units of work on map work and orienteering skills, each year group will have the opportunity to follow progressive directions on the orienteering course. Resources for Orienteering such as Silva compasses and maps of the school are kept with the PE resources.

Assessment/Reporting

Assessment is an ongoing process throughout the teaching and learning of geography. It is used as a tool to measure children's achievement and to inform future planning. Methods of assessment in geography will vary according to the nature of the task being undertaken. These could include, for example, observation, interactive dialogue or marking of children's written or pictorial work.

At both key stages children's achievement of geographical skills are highlighted on the individual geography assessment sheets. These are completed during each unit of work. At the end of the school year these will be passed up to the next teacher. Reporting will include informing parents of their child's progress in geography at the end of each school year. This will show the child's progress in terms of both effort and achievement and will also include geographical content covered during the year.

Learning Across the National Curriculum

Geography provides opportunities to promote pupils' spiritual, moral, social and cultural developments.

Education for citizenship through geography develops children's knowledge and understanding of the institutions and systems that influence their lives and communities and enables children to reflect upon and discuss topical social, environmental, economic and political issues. They are able to develop knowledge and understanding about the diverse national, regional, religious and ethnic identities in the United Kingdom and the wider world and develop understanding of the world as a global community and the issues and challenges of global interdependence and responsibility.

Geography plays a significant part in promoting education for sustainable development. As a well established Eco School this permeates through the whole school ethos and is embedded in the curriculum from Reception through to Year 6. Children develop the knowledge and understanding of the concept of sustainable development. They begin to explore values and attitudes about environmental issues such as resource use and global development and develop enquiry skills and the handling and interpretation of information.

Children at Wensley Fold are introduced to work related learning through partnerships with local businesses and Education and Business Partnership projects within school whenever

appropriate. These may form part of topics, creative curriculum or part of our 'themed weeks'. They enable children to experience first hand the 'world of work' and matters relevant to employment and economic activity.

Equal Opportunities

All children are included and have parity of access to all curricula and extra-curricular opportunities in line with the school SEN / Inclusion / Equal Opportunities policies.

Review

The policy will be reviewed every two years, through, and by consultation with the staff, the Head teacher and the Link Curriculum Governor and taking into account the monitoring of children's work and assessment procedures.

The Geography Matrix and Scheme of Work will also similarly be reviewed and updated when necessary and appropriate.

Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

ALISON SMITH
GEOGRAPHY CO-ORDINATOR

Reviewed and Approved by Governors May 2014