 **MICKLEY VILLAGE PRIMARY & NURSERY SCHOOL**

policy document

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and 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. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The national curriculum for geography aims 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.

Learning and Teaching

A variety of teaching and learning styles are used in geography lessons. Whole-class teaching methods combined with enquiry-based research activities are taught. Children are encouraged to ask as well as answer geographical questions. Resources such as maps, graphs, pictures, aerial photographs, atlases and globes are used in geography lessons to enhance their learning where appropriate.

Because we have some mixed age classes we carry out the planning on a two-year rotational cycle.

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;  using classroom assistants to support the work of individual children or groups of children.

Foundation Stage

In the Sunflower Unit teach geography in the Early Years as an integral part of the topic work covered during the year.

Geographical aspects of the children's work is related to the objectives set out in Early Learning Goals (ELGs) for

Knowledge and Understanding of the World, which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world.

Curriculum planning

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.

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.

Assessment and Recording

Teachers assess children's work in geography by: -

* Making informal judgements as they observe the children during lessons.
* Recording the progress against N½tional Curriculum learning objectives.
* As part of the child's annual report to parents against national Curriculum levels.

The involvement of children in their own assessment is an essential educational aim (see assessment policy). Children are involved in the evaluation of their work through agreeing next steps with their teacher. They are encouraged to comment on their work themselves before discussing it with the teacher and through self-evaluation (what would they like to do better next time?) (see marking and feedback policy).

Parents are involved in assessment and recording through regular informal discussions, more formal parental consultation evenings and through annual reports. Parents have the opportunity to discuss progress at any time through the school's open door policy.

Resources

In the library we have a good supply of geography topic books and a growing range of educational software to support the children's individual research. We regularly use Espresso to aid the teaching of Geography and global awareness.

Contribution to other subjects

Literacy

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 in the literacy hour are geographical in nature. e.g. Reports and recording information will all develop children's writing ability (see Literacy Policy)

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with and graphs, grid references and direction (see Mathematics policy)

Computing

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate computing in our geography curriculum planning. Children use computing in geography to enhance their skills in data handling and in presenting written work. 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. Matters of citizenship and social welfare are raised for example, children study the way people re-cycle material and how environments are changed for better or for worse. Geography in our school promotes the concept of positive citizenship by introducing them to other cultures / poverty / homelessness etc. (see PSHE policy)

Spiritual, moral, social and cultural development

We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of sustainable development / care for our environment. 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. Geography can contribute to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Health and safety

The children are encouraged to be considerate and aware of their own health and safety and towards that of others during activities.

Equal opportunities

Geography forms part of the Mickley Village Primary and Nursery School's curriculum policy to provide a broad and balanced education to all children (see Race Equality Statement, Equal opportunities policy and Inclusion policy/statement). We provide learning opportunities matched to the needs and abilities of the children and take into account the targets set for individual children in their individual education plans (IEP's). The learning of more- able children is extended as appropriate to their age and ability through extension activities and questioning.

Review of policy

The policy will be reviewed by the Governing Body on a regular basis and appropriate amendments made.