



## *Opening minds, learning through challenge and celebrating God's world*

### POLICY FOR GEOGRAPHY

Reviewed: November 2018

Review Due: Autumn 2021

### School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

### Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

### Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## **GEOGRAPHY POLICY**

### **The Importance of Geography**

Geography inspires pupils to develop a curiosity and fascination about the world and the people who live in it. It develops knowledge about diverse places, people, resources and natural and human environments throughout the world. Geography includes learning mapping skills and a range of investigative and problem solving skills to be applied both inside and outside the classroom. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely upon one another. Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

### **Key Aim of Geography**

Skerton St Luke's Primary School aims to develop its children in:

- A contextual knowledge of the location of globally significant places, through a growing range of enquiry skills, knowledge and understanding of places and of the natural and made environments.
- A sense of wonder at the beauty of the world around them.
- Understanding the processes that give rise to key physical and human geographical features of the world, how these are independent and how they bring about changes over time.
- An informed concern about the quality of the environment, the future of habitats and their responsibility for its care.
- An increasing use of geographical skills needed to:
  - Collect, analyse and communicate with a range of data that deepens 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.

### **Geographical Objectives**

- To extend children's awareness of and develop their interest in their surroundings - leading to the identification and exploration of features of the local environment.
- To observe accurately and develop simple skills of enquiry. In doing so, to be aware of the changes taking place in their own locality and in other areas studied. Through these studies, gaining an appreciation of the ways in which human decisions influence these changes.
- To gain a perspective in which children can place local, national and international events.
- To develop a wide range of skills and competencies that are required for geographical enquiry and which are also applicable to other situations.
- To gain an understanding of the processes that have produced pattern and variety on the earth's surface and which can bring about change.
- To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood, and to be able to apply simple techniques of map reading and interpretation.

- To gain familiarity with globes, aerial photographs, plan perspectives and atlas maps and be able to identify such features using subject-specific vocabulary, such as continents, oceans, countries, cities, mountains, coasts and rivers.
- To continue to develop language and mathematical skills through studies in geography.
- To identify seasonal and daily weather patterns of the United Kingdom and hot and cold areas of the world in relation to the Equator.
- To use fieldwork and observational skills to carry out observations and in collecting, organising, recording and retrieving information as part of an enquiry.
- To be able to use a variety of source materials to find information out about their own locality and distant places. To be able to communicate their findings and ideas in a variety of modes such as writing, pictures, models, diagrams and maps as well as through oral contribution.
- To understand geographical similarities and differences through studying human and physical features.
- To use compass points and grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.
- To help pupils to act more effectively in the environment as individuals and as members of society.

### **Delivering the Geography Curriculum**

For more information, please refer to the school's curriculum policy and learning and teaching policy.

### **Foundation Stage**

Geography is delivered to Foundation Stage pupils within the 'Understanding the World,' area of learning through a cross-curricular topic based approach at various points throughout the academic year.

### **Key Stages One and Two**

Geography is taught as part of our topic based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class. The subject may be taught in block units throughout the year rather than following a weekly lesson format.

### **List of Resources**

Current resources are stored in a cupboard in the hall and the Junior stockroom and topic boxes are located in the Junior stockroom and in classrooms.

### **Fieldwork**

Fieldwork is a vital component of the geography curriculum. Where possible, children are provided with opportunities to study topics within the school grounds and outside environment. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

## **Spiritual, Moral, Social and Cultural Awareness**

Please refer to the school's SMSC and PSHE policies

## **Equal Opportunities**

Please refer to the school's Single Equalities, SEN and Able, Gifted and Talented Policies.