

Stanford Infant School Geography Policy



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Introduction

Geography is essentially about the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils to make sense of their surroundings and the wider world; this is a vital tool for successful living in today's modern society.

Our Aims and Objectives

- To stimulate interest in, and to encourage an appreciation of, the world around us;
- To develop a sense of responsibility for the care of the earth and its people;
- To introduce pupils to geographical enquiry;
- To develop the skills needed to undertake geographical investigations.

Approaches to teaching and learning Geography

At Stanford Infant School we aim to give children practical, 'hands on' experiences in Geography. As class teachers it is essential to use a variety of teaching strategies in order to meet the learning objectives with the greatest success. We strongly believe that the children should be given the opportunity to learn through:

- Discussion and debate;
- Drama/role play;
- Practical investigation;
- Fieldwork/visits;
- Asking questions;
- Collecting and analysing data;
- Using secondary sources to stimulate geographical enquiry and to answer posed questions;
- Presenting their learning in a variety of ways - orally, visually and in various written form;
- Working within a creative curriculum that links to other subjects in the curriculum;
- Using ICT to further their knowledge and understanding of a particular topic.

Differentiation

We recognise the fact that there are children of widely different geographical abilities in all classes and we aim to 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 and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;
- Using teaching assistants to support the work of individual children or groups of children.

Equal Opportunities

All children's efforts and achievements are praised. We wish to encourage full and active participation by all children irrespective of ability. Through the teaching of Geography we will promote mutual respect and tolerance for all cultures; we reject discrimination.

Planning

As Reception forms part of the Foundation Stage we relate the geographical aspects of the children's learning to the Early Learning Goals set out in the Curriculum Guidance. This underpins curriculum planning for Knowledge and Understanding of the World. The medium term plans for Key Stage One are kept in the green subject manager's folder. All planning can be accessed via the school intranet and inside each year group's planning folders. Class teacher's short term planning expands upon the medium term learning objectives.

Evaluation, Assessment and Record Keeping

The assessment of *Geography* is an integral part of teaching. A variety of assessment techniques are used by teachers in the classroom. These include mind-mapping at the beginning, middle and end of a topic, teacher observation, discussion with the children and the use of the school's marking policy to comment upon completed recorded work. The assessment and monitoring of children's *Geography* learning is currently a point of action and further strategies will be implemented, when and where appropriate. Examples of levelled work are collated in the *Geography* portfolio. This aims to show clear progression of geographical skills throughout the key stage.

Resources

Geography resources are stored in topic boxes. Inside the topic boxes are any appropriate resources and artefacts that support the teaching of the topic, alongside any books. The topic boxes are stored in the cupboard opposite the teachers' workroom. As a school we encourage the use of our local environment to enhance our *Geography* teaching. This includes local studies and visits in and around the Brighton area.

Health and Safety

All out of school activities will comply with the guidelines in the school's Health and Safety policy and a full risk assessment will have been undertaken prior to any out-of-school visit. When engaged in fieldwork children are expected to behave in a considerate, responsible manner showing respect for other people and the environment.

Role of the Subject Manager

The role of the subject manager is largely to ensure the *Geography* curriculum is being delivered in a way that meets the learning objectives and hopefully inspires and motivates the children. The subject manager aims to continually improve the *Geography* provision within the school. This is done by:

- Creating suitable medium term plans for each programme of study;
- Monitoring the teaching and learning of *Geography*;
- Offering advice and support to colleagues, if requested;
- Keeping up to date with any new subject developments;
- Replenishing and maintaining teaching resources;
- Liaising with the *Governors*, where appropriate.

Agreed by Staff on:.....

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