

ST. JOHN'S CTLEDRAL CATHOLIC PRIMARY SCHOOL

GEOGRAPHY POLICY

The Nature of Geography

Geography is the study of places and people. It investigates the interactions between people and places.

It involves the study of:

- The physical and human features and character of places including contrasts and relationships between different localities.
- The patterns and processes that shape our world.
- Environmental relationships and issues.

Geography helps children make sense of the world in which they live and fosters within them a caring, responsible attitude to the environment.

Aims

- To develop a knowledge and understanding of the local area.
- To study a wide range of places and themes at different scales.
- To begin to understand their place in the world – a world beyond their own locality.
- To develop a range of geographical and cross-curricular skills.
- To become increasingly proficient in geographical enquiry.
- To foster a caring and responsible attitude to the environment.

Objectives

- To support the spiritual, moral, social and cultural development of our children.
- To sustain a broad and balanced curriculum.
- To develop and extend field working, investigation, enquiry, problem solving and decision making skills.
- To develop local to global knowledge and understanding of places.
- To extend geographical vocabulary.
- To reinforce literacy, numeracy and ICT.
- To develop and extend spatial, directional and distance awareness.
- To make and use maps of a range of types and scales.
- To use keys and symbols effectively.
- To use a wide range of primary and secondary sources to obtain geographical information and to inform their studies.
- To investigate localities:
In KS1 two localities are studied:
 - The locality of the school which includes the school grounds and the immediate area within a short walking distance – Cottage View and Arundel Street.

- A contrasting locality – coastal – Southsea.

Each locality study should include:

- physical and human features which help to shape its character.
- contrasts and relationships between them.
- how weather affects the people and places.
- how the land is used.
- the environmental quality.

In KS2 the study covers three localities:

- the wider local area – Commercial Road to Fratton Bridge
- a contrasting UK locality – rural area – Titchfield
- an economically developing locality – St. Lucia

The study should include:

- the physical and human features and economic activities which help to shape their character
- contrasts and relationships between them.
- how human activities are influenced by the features of the localities.
- any issues about land use and change in land use.
- how localities are linked within a broader geographical context.

- To investigate place hierarchy
Locality > city > region > county > UK > EU > global
- To investigate a range of geographical themes.

In KS1:

- quality of the environment
- changes in the environment
- expressing views about and sustaining the environment.

In KS2:

- Rivers - their behaviour and their effect on the landscape.
- Weather - how weather varies between places and over time.
- Settlement - how settlements differ and change, and the impact of these changes.
- Environmental - how environments change, and how people impact both positively/negatively on the environment.

Teaching and Learning Strategies

In KS1 Geography will be taught through a topic approach, with other areas of the curriculum being integrated as appropriate. However, when it is not possible to establish clear links, skills or concepts may be taught discreetly.

In KS2 Geography may be taught within the topic framework where appropriate, as separate blocked units of work which are planned to focus

directly on some aspect of Geography (e.g. a river study, a distant locality), as a linked unit with other subjects or maps and atlases, stories with a geographical setting).

Blocked and continuous units need to stress support and extension of the development of reading, writing, speaking and listening.

Pupils of all abilities will experience a variety of approaches determined by the unit in focus. These will include direct experiences, fieldwork, enquiry, experiment, role-play, drama, stories and other curriculum areas. Experiences will be integrated into the unit in line with the Teaching and Learning Policy.

Cross-Curricular Issues

Almost every area of the curriculum can be supported and enriched through work in Geography. Mathematics is an indispensable tool in Geography, as fieldwork will require children to measure and quantify, and concepts of shape, scale, distance, location, etc. are common to both. Skills such as observation, recording and interpretation, essential in Geography, e.g. the water cycle. All areas of the English curriculum will be supported through the delivery of Geography topics (reading stories, creative and factual writings, discussion) and links may be drawn with History as the character of a place is inextricably connected to its past. I.T. can be used for recording and interpretation of data and data files to support geographical enquiry. Work in Technology, Art, R.E. and P.E. can arise from Geography topics. Geographical fieldwork and investigations provide important opportunities for working in teams and developing individual responsibility. Geography provides an opportunity for environmental education, citizenship and learning about other cultures.

Distribution of Time

In KS1 most topics will be completed in a period of a few weeks and no longer than half a term.

In KS2 the duration of topics will vary according to the nature of the unit under study. Some may be short and intense, others may be extended to cover a whole term with some work carried out over a short period each week.

The allocation of time is flexible.

Continuity and Progression

The Scheme of Work for Geography will make clear provision for continuity and progression in the four aspects of Geography.

- ability to undertake geographical enquiry and use skills.
- Knowledge and understanding of places.
- Knowledge and understanding of physical and human patterns and processes.

- Knowledge and understanding of environmental relationships and issues.

Assessment and Recording

Assessment will be carried out orally, through formal or informal questioning, whilst children are engaged in tasks, through observation of pupils whilst engaged in practical activities, including map work and/or recording and interpreting data, and a variety of formal and informal written tasks. A record of pupils' progress will be kept by the individual class teachers. Pieces of dated and annotated work may be kept in pupils' files as records of significant achievement. Children's progress will be reported to parents once a year in the Annual Report.

E. Penny
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