



GEOGRAPHY POLICY

Aims and objectives

At Surrey Street, we believe that geography is concerned with the study of places, the human and physical processes which shape them, and the people who live within them. 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 skills of research, investigation, analysis and problem- solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life and 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.

In our teaching of geography we aim to:

- enable children to gain knowledge and understanding of places in the world;
- increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- allow children to learn graphic skills, including how to use, draw and interpret maps;
- enable children to know and understand environmental problems at a local, regional and global level;
- to encourage children in a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning style



We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

We recognise the fact that there are children of widely different abilities in all classes and 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;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Geography for all

At Surrey Street we teach geography to all children, whatever their ability. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.



We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out risk assessments prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Children who have been identified as being Gifted and Talented in geography have the opportunity to develop their interest and skill in the subject through planned activities with the geography subject leader, and other opportunities which will be marked on class teachers' plans.

The 'Big idea'.

The introduction of the 'big idea' will see to increase the amount of fieldwork carried out throughout the school in each year group. This is as a result of the feedback received from child interviews, which coincides with government expectations that fieldwork is a statutory aspect of the geography curriculum. The subject leader will attend relevant CPD courses in this area, and feedback to all staff to ensure the successful implementation of the 'big idea'.

Monitoring and review

The subject leader is responsible for monitoring the standard throughout the school, through undertaking child interviews, completing work and planning scrutinies, and developing a portfolio of the children's work, which shows the expected level of achievement in geography in each year of the school. The subject leader is also responsible for supporting colleagues in their teaching, including paired teaching; for being informed about current developments in the subject; and for providing a strategic lead and direction for geography in the school. In conjunction with all staff, the subject leader will also identify and source relevant training and resources to ensure quality experiences in geography for all.

This policy will be reviewed at least every two years.