



STREATHAM & CLAPHAM PREP SCHOOL

Geography Policy

Introduction

This policy reflects the school's principles and standards in respect of the teaching of Geography. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the school long-term plan which set out in detail the contents and skills the children should be taught.

Aims and Objectives

Geography teaching offers opportunities to:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- Foster children's sense of wonder at the beauty of the world around them.
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat; and
- Thereby enhance children's sense of responsibility for the care of the Earth and its people.

Curriculum Organisation and Management

Curriculum organisation is in line with the school Curriculum Policy. In order to achieve the objectives of the Geography Curriculum, the subject is taught as part of Humanities or is integrated with other subjects. Learning activities are sequenced to ensure coverage and progression and are taught through a variety of approaches.

In the Lower School the children will have the opportunity to develop knowledge, skills and understanding relating to children's own environment and the people who live there and developing an awareness of the wider world.

To achieve this, children will:

- Investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places.
- Focus on geographical questions like *What/Where is it? What is it like? How did it get like this?*
- Develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, using photographs and compasses.

In the Upper School, Geography is about developing knowledge, skills and understanding relating to people, places, and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

To achieve these children will:

- Study places and themes at different scales from local to national in the United Kingdom and overseas and investigate how people and places are linked and how they relate to the wider world.
- Study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments.
- focus on geographical questions like *What is it like? How did it get like this? How and why is it changing?*
- Develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, using photographs and compasses.

Teaching and Learning

Within classes, pupils are taught as a class or in groups as appropriate, according to learning task. The organisation of the classroom will vary according to the activity that is being carried out. The class teacher will plan differentiated activities for the children through task, outcome, resources, and the support given to meet the needs of the individual. There are cross-curricular links with other subjects such as History, Science, English, Computing, Maths, Art, D.T. and Music.

Expectations

Broad issues of progression can be expressed as expectations for each phase.

By the end of the Lower School, most children will be able to:

- Describe the main features of localities and recognise similarities and differences; recognise where things are and why they are as they are.
- express their own views about features of an environment and recognise how it is changing.
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

By the end of the Upper School, most children will be able to:

- Explain the physical and human characteristics of places, and their similarities and differences.
- Know the location of key places in the United Kingdom, Europe and the world; explain patterns of physical and human features.
- Recognise how selected physical and human processes cause changes in the character of places and environments.
- Describe how people can affect the environment and explain the different views held by people about environmental change.
- Undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Continuity and Progression

Continuity and progression will be ensured by recording & reporting procedures. The Humanities Coordinator, in conjunction with class teachers, will develop and deliver the long-term plan set out by the school.

Progress in Geography can be characterised by:

- An increase in breadth of studies: the gradual extension of content - places, themes, and environments - to be considered.
- An increasing depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns, and relationships.
- An increase in the spatial scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental, and global scales.
- A continuing development of skills: to include the use of specific geographical skills such as mapwork and more general skills of enquiry matched to children's developing cognitive abilities.
- Increasing opportunities for children to examine social, economic, political, and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes, and values on alternative courses of action relating to people, places, and environments.

Inclusion

It is the responsibility of all teachers to be sensitive to the needs of the individual child and ensure that all pupils, irrespective of ability (including gifted children), ethnicity and social circumstances have access to the curriculum and make the greatest progress possible. This is facilitated using differentiated teaching materials, ICT, and teacher input.

Resources

Resources for topics such as teacher prepared materials, maps atlases, photographs and items related to the topic will be kept with the Year Group teachers covering the topic. ICT resources and links to appropriate websites will be on the computer network or embedded within plans. Reference material for pupils will be kept in the library or classroom and made available to the class when needed. Staff may make suggestions for which resources are needed and these will be considered as part of the budget bidding process.

The Learning Environment

Geography work will be recorded in specific exercise books or in specially created topic books, through display, photos and other ICT media such as PowerPoints and Pic Collage. Classrooms and corridors will display children's work and learning resources such as key vocabulary, artefacts, pictures and books. Work will be displayed to celebrate the children's learning as well as to inform and aid learning.

Extra-Curricular Opportunities

There are opportunities that help develop geographic understanding throughout the year and across the phases for children to participate in external trips to places and through visitors into the school.

The Contribution of Geography to Other Aspects of the Curriculum

English and communication skills including information technology are essential for the processes of finding out about and communicating an understanding of Geography. Discussion is an important way for children to develop their understanding that people have different viewpoints and perspectives. Geography lessons can provide valuable opportunities to reinforce what children have been doing in literacy and to apply it to a different context.

ICT can help children's learning in Geography by enhancing their skill of geographical enquiry, by providing access to a range of information sources and as a way of presenting their research.

Staff Development and Training Opportunities

Staff Development and training is coordinated by the whole school INSET coordinator and identified through the PDP process, curriculum review and school development planning. Opportunities may include courses and meetings with colleagues from other educational establishments and links through the GDST SharePoint.

Health and Safety

Health and Safety will be in accordance with the school Health and Safety Policy. All Educational Trips and Visitors to the school will be arranged in accordance with the Educational Visits policy. Activities will be risk assessed by the class teacher and reviewed in accordance with school policy. Safeguarding procedures will be adhered to without fail.

Monitoring and Review

The Humanities Coordinator is responsible for the monitoring of standards of teaching within the school, in conjunction with the Senior Leadership team. This will involve reviewing teachers' plans, reviewing teachers' assessments, observing lessons, and scrutinising work. The Humanities Coordinator will report to the Deputy Head for Teaching and Learning who will in turn report to the Academic Team on matters arising.

Teachers are responsible for evaluating their teaching and the learning of their pupils and for modifying plans as necessary to reflect this evaluation.

This policy will be reviewed annually Reviewed September 2024 (Rachel Barnes)