

Studlands Rise First School  
First Steps on the Learning Journey

Agreed: March 2017  
Review date: March 2020

## Geography Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at Studlands Rise First School. It has been developed through a process of consultation with the staff of the school. It is intended to be a working document and as such will be reviewed and updated at regular intervals.

### The Importance of Geography

*“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time”.*

-National Curriculum, 2013

### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen 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 and writing at length.

### Principles for the Teaching and Learning of Geography

The elements of geographical enquiry and skills, knowledge and understanding of places, patterns and processes, environmental change and sustainable development are taught together through units of study. These begin with those areas that are familiar to the child and widen to develop their awareness of the wider world – home, school and its locality and contrasting locality. Through this the children will develop an understanding of the relationship between physical, human and environmental features.

Children are able to explore their local, natural environment in discrete Forest School sessions as well as during topic sessions that have a particular focus on Geography. Forest School is about exploring and experiencing the natural world through practical activities, see Forest School policy for more information.

Over the course of the Key Stage, geography is taught through fieldwork and class based activities. Where possible, practical activities such as map making are encouraged. Secondary sources such as maps, plans, globes, books, DVD’s and the Internet are used to develop children’s geographical skills, knowledge and understanding.

Initially teacher led, the children are encouraged to ask geographical questions and develop their enquiry skills.

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The children are encouraged to observe and express views on their surroundings and to take responsibility for the care of their immediate environment. They are encouraged to consider how their environment can be improved. The children are taught appropriate geographical vocabulary, which they use to identify and describe features of places, and eventually make comparisons between places.

Links with other curriculum areas are made where it is appropriate to do so. These include links with literacy, history, ICT and PSHE.

### **Strategies for the Teaching and Learning of Geography**

Time allocation for geography is 1 hour per week. This time is generally used as a block rather than 'hours per week'. Time is given for cross-curricular coverage and spontaneous teaching and learning opportunities. Geography is taught through a programme of topics which ensure that the programmes of study are covered appropriately across the year groups and key stages. In the foundation stage geography is taught through the area of Understanding the World.

Geography is taught in a variety of ways – whole class, group and individual learning. Where possible opportunities for fieldwork are carried out in accordance with our Health and Safety Policy.

### **We use a wide range of teaching approaches:**

Wherever possible children are given opportunities to learn through direct experience e.g. by observing, handling objects and equipment, role play, meeting and talking to adults, field work and on and off-site visits  
Teacher led work (including exposition, demonstration, question and answer sessions)  
Grouping children in a variety of ways – whole class, group, partner work and individual work  
Using a variety of resources and types of activities  
Carrying out simple investigations and problem solving activities.

### **Differentiation and Special Educational Needs**

All children are taught the geography curriculum. The needs of individual children are met by differentiating:

- the task
- the amount of adult support given
- the outcome expected
- the grouping of the children
- the resources provided.

### **Presentation of work**

The children present their geographical work in a variety of ways; including:-  
pictures, models, maps, photographs, written accounts, displays around the school, topic books or folders.

### **I.C.T**

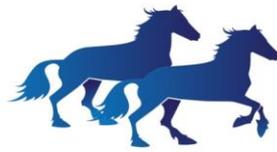
The Internet is used to develop the children's awareness of the wider world. Software packages are used to enhance their geographical knowledge and understanding, in areas such as map making and weather. Information is also gathered by using the film or digital camera.

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## **Planning**

To ensure the Programmes of Study for Geography are covered across the Key Stages, topic plans have been developed. These topic plans will be reviewed at the end of the year in consultation with staff.

## **Strategies for Assessment, Record Keeping and Reporting**

In line with the schools assessment policy we:

- Encourage self assessment by the children through individual discussion
- Make judgements from observations, individual and group discussions, and recorded work (including written work, drawings and time lines)
- Annotate and date relevant items of children's work
- Record children's coverage of the curriculum on the class teacher's short term plans
- Record children's progress on a written report sent to parents annually and discussed with parents at other times as appropriate

Reporting on Geography will include elements of:

- Attitude and achievements of the pupil with regards to their enquiry skills, knowledge and understanding of places and knowledge and understanding of environmental change.
- Reference to wider achievements, i.e., the ability to work well in collaboration with others
- Targets for the future where appropriate

## **Management and Subject Leadership of Geography**

A member of staff is assigned to lead Geography by:

- Leading the development and review of Geography policy
- Supporting colleagues in their development of detailed work plans and in assessment and record keeping
- Keeping staff informed of any developments in the teaching, assessing or recording of Geography and any appropriate courses
- Keeping staff informed of any relevant museum activities, site visits or field work opportunities that may be available
- Organising, maintaining and reviewing resources and updating staff on the availability of resources (both in school and available on loan) and checking for any resource requirements
- Keeping up to date by reading and attending courses
- Contributing to the School Development Plan by providing action plans
- Monitoring the progress of Geography and advising the Head teacher of any necessary action

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