



Play, Learn & Grow Together

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Geography Policy

Geography allows all children the opportunity to explore the inter-relationships between the Earth and its peoples through the study of place, spatial pattern and the environment.

It seeks to describe and understand not only the location of the physical and human features of the Earth, but also the processes, systems and inter-relationships that create or influence those features. It supports the development of understanding between races and cultures and encourages pupils to regard themselves as global citizens.

It seeks to explore the relationships between places and patterns of activity arising from the use people make of the physical settings where they live and work, and encourages sustainable development of the environment.

It embraces both physical and human dimensions of the world. It addresses the resources, sometimes scarce and fragile, that the Earth provides and on which all life depends; the impact on those resources of human activities; and the wider social, economic, political and cultural consequences of the inter-relationship between the two. It raises pupils' awareness of the impact mankind has on its environment, and the responsibilities it has to maintain it for the future.

Aims

- To enable pupils to gain skills, knowledge, concepts and understanding about the world and its peoples.
- To develop pupils' awareness of the fragility of the planet and mankind's effect on it.
- To consolidate pupils' sense of identity and relationships firstly with Wales and then the UK, and to develop their sense of being Welsh citizens of Europe and the world.
- To work with other schools to share good practice in order to improve this policy

Objectives

To develop a respect and understanding of what it means to be a Welsh citizen in a multi-cultural country; and, in so doing, increase pupils' knowledge and understanding of other cultures.

- To develop pupils' graphic skills, including how to use, draw and interpret maps.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.
- To develop understanding and knowledge of environmental problems at a local, regional and global level.
- To encourage in pupils a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and different means of presentation.
- To ensure pupils develop a sense of a Welsh identity.
- To work with other schools to share good practice in order to improve this policy.

Teaching and Learning Guidelines

Through developing geographical skills, pupils gain an understanding of places and environments. They develop appreciation of, and identification with, their local area and make comparison with life in other regions of the United Kingdom and in the rest of the world. They learn how to interpret and construct maps and they develop the skills of questioning, observation, research, investigation, analysis and problem solving.

Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Learning in geography also motivates pupils' inquiry about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

A variety of teaching and learning styles is used in our geography lessons. Visual, audio and kinetic learning enhances pupils' research and enquiry. Whole-class teaching methods combine with enquiry based group work for research and practical activities.

Pupils use a variety of data to support their learning, such as maps, graphs, pictures, and aerial photographs, and IT. Pupils take part in role-play and discussions, and they engage in a wide variety of problem-solving activities.

Planning and Organisation

In the Foundation Phase, geography is taught as part of the *Knowledge and Understanding of the World* Area of Learning. Children begin with the people and the world within their experience and gradually develop understanding and experience of the wider world and its peoples.

From Key Stage Two on, the national curriculum for geography is used as the basis for curriculum planning, with consideration being given to the Skills Framework in the development of activities and themes. Planning has been adapted to the particular circumstances of our school, making use of our local environment in our fieldwork

and selecting as alternative localities for study places where the human activities and physical features provide a contrast to those that predominate in our own immediate area. Geographical study is combined wherever possible with work in other subject areas.

Curriculum planning in geography consists of three types; **long-term** (over one school year); **medium-term** (over one term); and **short-term** (weekly).

Our **long-term plan** maps the geography topics studied by each year during each key stage. It is developed by the geography coordinator in consultation with the teachers in each year group and is closely aligned with the requirements of the National Curriculum in geography.

Our **medium-term** plans give details of the work covered by the individual class for each term. These plans are specific to each class and the teachers identify the skills needed by their pupils and plan activities to address the needs of the class. Monitoring and evaluation ensure that pupils have complete coverage of the National Curriculum in geography.

Short term planning details the lessons taught over one or two weeks. These identify specific learning objectives for the class and for each group. In some cases individual targets are also set for specific pupils.

Topics in geography are planned to build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they develop their skills and aptitudes.

Monitoring and Assessment

Geography provision is monitored by the geography coordinator throughout the year. This is done through examining pupils' work and monitoring classroom practice and curriculum planning. She also ensures all members of staff have appropriate training to enable them to deliver the curriculum to the expected standard of excellence.

Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.

There is no requirement for pupils to be measured against the external National Curriculum levels until the end of the Key Stage.

More important to the school, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

Additional Educational Needs

We recognize the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all

pupils, by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with children completing as much as they can;
- grouping pupils by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the pupil;
- using classroom assistants to support the work of individual pupils or groups of pupils;
- giving additional teacher input to some pupils when needed

For pupils on the Additional Educational Needs register, support is given according to our Additional Educational Needs policy.

Cwricwlwm Cymreig

Cwricwlwm Cymreig is addressed through studies of the local areas. We use local issues to stimulate discussion about environmental topics and encourage development of pupils' awareness of the effect we have on the local environment and the implications of wider economic and physical issues on our locality.