



'Following the example of Jesus, together we learn, love and respect one another to be the best we can be'

### **Aims and objectives**

At Saint Michael and Saint John's Primary School the teaching of *Geography* teaches an understanding of places and environments. Through the children's work in *Geography*, they will learn about the 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 will learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in 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.

### **The aims of geography are:**

- To enable children to gain knowledge and understanding of places in the world;
- To 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;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children 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 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 resources, 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.

We recognise the fact that there are children of widely different geographical 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;
- Grouping children by ability in the class 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 curriculum planning**

The NC framework 2014 sets out the overview and depth of studies pupils should be taught. We have adopted the Lancashire (2014) KLIPS as the basis for our curriculum planning and the Lancashire cross curricular support materials. The topics give details of the Geography aspects of learning and the key skills being taught.

We plan the topics in Geography so that they build upon prior learning. Children 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 move up the school.

### **Foundation Stage**

We teach Geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating the school grounds.

### **The contribution of Geography to teaching in other curriculum areas:**

#### **English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use are of a geographical nature.

At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

#### **Mathematics**

Geography in our school contributes to the teaching of Mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

#### **Information and communication technology (ICT)**

We make provision for the children to use the computer in Geography lessons where appropriate. Children use ICT in Geography to enhance their skills in data handling and in presenting written work. They research information through the

Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.

### **Personal, Social and Health Education (PSHE) and Citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Geography in our school promotes the concept of positive citizenship.

### **Spiritual, moral, social and cultural development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### **Learning Outside the classroom**

Our curriculum Driver;

**Through an inspiring and relevant curriculum our children of today become equipped with the knowledge and skills to be successful and valued future citizens of tomorrow.**

This places an emphasis on experiences outside of the classroom. Each half term classes have a launch day to promote the topic and wherever possible, staff look beyond the school to enhance the children's experiences.

### **Inclusion**

We teach Geography to all children, whatever their ability. Geography forms

part of the school curriculum driver to provide a broad and balanced education to all children. 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. Assessment against the KLIPS allows us to consider each child's attainment and progress against expected levels.

We enable 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 a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

Assessment is carried out in a variety of ways including; discussion, observation, response to questions and answers, response to written work and self and peer assessment. We record the results using our schools 'O-track' assessment tool.

Geography Subject Leader: F Booth

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