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Geography Policy
Version 4
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Geography Policy

1. Introduction

- 1.1. The aim of Geography teaching at St. George's School is to stimulate the children's interest and understanding of their immediate surroundings and to extend their knowledge of the wider world. Through the geography work they learn about their local area and how this compares to places beyond their own locality. They are introduced to human geography and gain an awareness of life in other cultures. They also gain an appreciation of looking after and caring for their own environment and the global environment.

2. Aims

- To gain knowledge and understanding of places in their local area
- To gain knowledge and understanding of places around the world
- To increase their knowledge of other cultures and lifestyles
- To learn geographical vocabulary and skills of using and drawing maps
- To gain an appreciation of environmental problems at a local and global level

3. Teaching and learning style

- 3.1. Whole class teaching and enquiry based research activities are used and we encourage the children to ask and answer geographical questions. A range of resources such as maps, globes, pictures and graphs are used to enhance their learning and understanding. They engage in problem solving activities and research of their own locality such as traffic surveys and looking for ways to improve the local environment.

4. Geography curriculum planning

- 4.1. At St. George's School we use the National Curriculum as the basis for our geography curriculum planning. We look at topics as a whole school which often enables us to plan trips and visits to include children from all year groups allowing them to access geography at varying levels. We make use of

the many local areas near to us including Dunstable Downs and Ashridge Forest where they can begin to develop their skills in fieldwork.

- 4.2. We have long term plans, medium term plans and weekly plans.
- 4.3. The long term plan is the geography topic covered each term.
- 4.4. The medium term plan gives details of the particular unit of work being covered during the term.
- 4.5. The weekly plans give an outline of each geography lesson with specific learning objectives.

5. The Early Years (Foundation Stage)

- 5.1. In the reception class geography comes under Knowledge and Understanding of the World (KUW) and is part of the topic work covered during the year. Geography at this stage contributes towards the Early Learning Goals (ELGs) in developing a child's knowledge and understanding of the world through activities such as looking at houses, transport and the different jobs people do.

6. Special Educational Needs

- 6.1. At St. George's School we teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide opportunities which enable all children to progress. We do this by setting suitable learning challenges which respond to each child's different needs and by using classroom assistants to support individual children or groups when needed.

7. High Potential Learners

- 7.1. It is fundamental to the ethos at St. George's School that each child is seen as an individual and that we ensure opportunities are given to develop talents in a particular area. Children seen as high potential learners in geography are given opportunities to further develop these talents and enrichment activities are incorporated within their learning such as:

- Setting open ended tasks which have a variety of

responses

- Setting tasks of increasing difficulty which involve more in depth research
- Introducing more complex resources to extend their geographical knowledge and vocabulary

8. The contribution of geography to other curriculum areas

Literacy

- 8.1. Geography contributes significantly to the teaching of literacy within the school by actively promoting the skills of reading, writing, speaking and listening. The children look at many books on a range of geographical topics including the Katie Morag books which help them to develop an understanding of living on an island. They develop their writing skills by recording information and writing reports or letters about different environmental issues. Participating in discussions and debates helps to improve their speaking and listening skills.

Numeracy

- 8.2. Geography contributes to the teaching of Numeracy within the school in many practical ways. The children learn how to read simple maps and to interpret a key. They use grid references and work with graphs to explore and analyse data.

ICT

- 8.3. Geography contributes to the teaching of ICT within the school by enhancing the children's skills in handling data. They use the internet when working on research projects and develop their photography skills by using digital cameras during the fieldwork.

PSHE (personal, social and health education) and citizenship

- 8.4. Geography raises matters of environmental issues such as the importance of recycling materials giving many opportunities for the children to participate in discussion and to share their views and opinions on these issues. They

learn to respect the environment in which they live which promotes positive citizenship.

Spiritual, moral, social and cultural development

- 8.5. The children's work on environmental issues gives opportunities for questions about the planet on which they live. Discussions will raise awareness of the impact of all people's behaviours on the environment. Learning about contrasting localities and people from different cultures develops understanding and a respect towards others.

9. Assessment

- 9.1. We assess children's work in geography informally by making informal judgements as we observe them during the geography lessons. Completed work is marked with comments made. At the end of each unit of work the teacher makes a summary judgement as to whether they have obtained or exceeded expectations. This is used to build on future planning. The children's work is kept in a folder or workbook as evidence of work completed.

10. Monitoring and Review

- 10.1. This policy will be monitored by the Head Teacher and reviewed yearly.

18 June 2018
Ellie Graham, Head Teacher