

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR GEOGRAPHY



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Reviewing the Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

POLICY STATEMENT FOR GEOGRAPHY

MISSION STATEMENT

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Introduction

This policy outlines the aims, principles and strategies that are used to further the teaching and learning of Geography in Portfield School Pembrokeshire. It reflects the consensus of opinion of the entire teaching staff.

The Nature of Geography

Geography is concerned with the study of places, the human and physical processes which shape them, the patterns which can be identified within them and the people who live in them. It is the body of knowledge essential to our understanding of the world around us and our ability to make sense of the world. Children study their local area, and contrasting localities in Wales, U.K. and within other parts of the world.

Geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. Geography has an essential role to play in contributing to education for citizenship and sustainable development. It promotes not only Curriculum Cymraeg but pupils' awareness and attitudes to multicultural and environmental issues.

Aims of the Geography Curriculum

Learning Geography helps pupils develop curiosity in, and an understanding of, themselves, other people and places, and the relationships between them.

In particular, studying Geography offers pupils opportunities to:

- become aware of, and understand, their personal position in space
- become aware of, and interested in, themselves and their immediate surroundings
- explore local and then wider environments
- develop an interest in, and knowledge of, places and people beyond their immediate experience
- experience aspects of other countries and cultures, especially where there are comparisons with their own.

In response to these opportunities, pupils can make progress in Geography by:

- increasing the breadth and depth of their experience and knowledge
- studying smaller (local scale) to larger areas (regional and national scales)
- extending studying from the familiar to the less familiar, for example, from their own locality to places which are further away gaining understanding, for example, from understanding abstract as well as concrete concepts.
- developing language, terms and signing to express or relate geographical concepts.

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Rights to Action, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

Roles and Responsibilities

All members of the teaching staff have a responsibility for the teaching of Geography and they need to ensure that their knowledge is continually updated. The school has a Geography coordinator. His role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;

- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for Geography and relevant ICT resources;
- keep up to date with current thinking and curriculum development;
- disseminate this information to the staff;
- keep staff informed of possible visits, exhibitions and courses;
- network with colleagues in other schools.

Organisation of Teaching and Learning

At Portfield School we are working to reduce environmental and social barriers to inclusion and offering opportunities for all pupils to achieve their full potential in preparation for further learning and life.

The organisation of teaching and learning for Geography in the school follows a variety of formats. These include:

- whole class lessons with introductions with direct teaching, use of video material and visiting speakers;
- group work, e.g. handling maps, plans and photographs;
- individual work, e.g. writing a piece of extended writing to present information gained;
- the use of ICT;
- the use of fieldwork/educational visits.

Many strategies are used in the teaching of Geography.

Base planning on schemes of work which they (class teachers) will modify /add to/ adapt to give all pupils relevant and appropriately challenging work in the Foundation Phase and at key stage 2 and 3. Staff teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff modify the geography programmes of study for the pupils by:

- maintaining, reinforcing, consolidating and generalising previous learning, as well as introducing new knowledge, skills and understanding
- focusing on one aspect, or a limited number of aspects of the age-related programmes of study in depth or in outline including experiences that let pupils at early stages of learning gain knowledge and understanding of geography in the context of everyday activities.

- helping pupils experience Geography for themselves; at first, by using a sensory approach to experience and investigate familiar places, and then by contact with different people.

At Portfield School " Equals " programmes of study are used linking in with "Enquiring Minds"— schemes of work devised by teachers of geography in Pembrokeshire.

Both PMLD and SLD pupils complete 2 units per year and delivery of the units are backed up with as many real-life experiences as possible.

Progression in Geography

Knowledge and Understanding of the World in the Foundation Phase (embracing Geography)

Pupils at Portfield School experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They are given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they are encouraged to enjoy learning by exploration, enquiry, and experimentation, asking questions and trying to find answers. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. Pupils develop and communicate using an increasing range of appropriate vocabulary. They learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The pupil's skills are developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

Geography at Key Stage 2

At Key Stage 2, pupils build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase. Geography develops and stimulates pupils' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of Pembrokeshire, the world beyond, different environments and events in the news, pupils develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, pupils develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for pupils to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to

understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

Geography at Key Stage 3

At Key Stage 3, pupils build on the knowledge, understanding and skills that they have already acquired at Key Stage 2. Geography develops and stimulates pupils' interest and fosters a sense of wonder about the variety of places and the complexity of the world. Through a study of Wales, Europe, other countries, different environments and issues in the news, pupils extend their locational knowledge and understanding of how processes shape both natural and human landscapes. They carry out investigations, use maps, gather data, and analyse and synthesise information. They apply their knowledge and skills to explain relationships between places and patterns of activity at a range of scales from local to global. Pupils are encouraged to make informed judgments about everyday issues and develop and reflect on their own views and opinions. They develop an understanding of why countries are interdependent, how people interact with their environments and the importance of sustainability. They are encouraged to develop a sense of responsibility for the environment and their role as global citizens.

Improving access to the Geography Curriculum/Differentiation

At Portfield School we seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all pupils including those who use a means of communication other than speech.

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

Staff make Geography more accessible by focusing on the senses. They can improve access by:

- using materials and resources that pupils can experience and understand through sight, touch, sound, or smell, for example, sensory trails, multi-sensory environments, such as simulated rain forests

- organising activities to make up for a lack of first-hand experiences, for example, simulated environments, theatre, role-play, reconstructions
- giving pupils first-hand experience of site visits and fieldwork and environment walks.

Geography can also be made more accessible through:

- using ICT, visual and other materials to help pupils develop their knowledge of their own surroundings and the wider world, for example through stories, music, film, artefacts and clothing adapting tasks and environments and providing other activities where necessary, for example using less detailed maps, models
- support from adults and others but giving pupils space and freedom to do things for themselves and allowing them time to respond.

Teaching Geography can help pupils to develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop through using a range of visual, written and tactile materials, for example, large print, symbols and symbol text, or through using ICT and other technological aids. With other pupils, these skills will develop through using alternative and augmentative communication, for example, body movements, eye gaze, facial expressions and gestures including pointing and signing.

Skills across the curriculum (incorporating the Literacy and Numeracy Framework)

Developing thinking

Pupils develop their thinking across the curriculum through the processes of planning, developing and reflecting. In Geography, pupils develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them. They reflect on what they have learned in one context to develop more abstract understanding and apply their knowledge and skills in new contexts.

Developing Literacy

Literacy skills are carefully mapped across the Geography curriculum following the statutory National Literacy and Numeracy Framework (LNF); enabling all pupils to consolidate and apply the three strands - oracy, reading and writing across a wide range of contexts.

In Geography, pupils select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology. Through their investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences. In discussing geographical issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations.

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology. In Geography, pupils use their ICT and digital competence skills to access the internet for information, including maps and satellite images. They will research the lives of people and countries around the globe. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

Developing Numeracy

Numeracy skills are carefully mapped across the Geography curriculum following the statutory National Literacy and Numeracy Framework (LNF); enabling all pupils to consolidate and apply the four strands of numeracy (developing numerical reasoning, using number skills, using measuring skills, using data Skills) across a wide range of contexts.

In Geography, pupils apply number skills in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

Learning across the curriculum

Curriculum Cymraeg

The teaching of Geography contributes to the Curriculum Cymreig by offering opportunities for pupils to explore by investigation and fieldwork the diversity of the natural and human landscapes in Wales. They examine the economic processes that have changed Wales and how decision making at local, national and European levels can affect

Wales' development. They explore the reasons for economic and environmental issues that affect communities in Wales, including their own. They develop a sense of place and identity through investigating the links between communities and between regions in Wales, as well as understanding relationships between Wales and other countries.

Personal and social education

Pupils should be given opportunities in *Geography* to study their role as local and global citizens and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the importance of sustainability. They learn about the links between producers and consumers and how people's economic and environmental actions in one part of the world can impact on the lives of others. They learn to use information about places and peoples to counter stereotyping, make well-informed judgments about issues, develop their own views and opinions, and appreciate the values and attitudes of others.

Creative Skills - Pupils will have opportunities to develop and apply their creative skills, in particular the development and expression of ideas and imagination.

Careers and the world of work

In *Geography*, pupils have opportunities to investigate factors that affect the economy in their local community, in Wales and globally. They learn about the connections between producing and consuming and the potential impact on employment opportunities, including on their own career development. They develop their understanding of terminology used in the world of work such as cheap labour, competition, service industries. They consider how economic processes are changing Wales and have opportunities to discuss how sustainability and global issues affect the world of work. They also develop valuable work-related skills and techniques, including the use of GIS, using and creating maps, conducting surveys, analysing data, and carrying out investigations.

Learning entitlement

At Portfield School we ensure that all pupils are engaged as full members of the school community, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. The school teaches in ways appropriate to pupils' developing maturities and abilities and ensure that pupils are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, pupils at Portfield School experience a variety of learning and teaching styles.

To enable all pupils to access relevant skills, knowledge and understanding at appropriate level, the school uses content from earlier phases or key stages within the curriculum. The school uses material in ways suitable for the pupils' age, experience, understanding and prior achievement to engage them in the learning process. For pupils working significantly below the expected levels at any key stage, the school uses the needs of the pupil as a starting point and adapt the programmes of study accordingly.

Where it is not possible to cover the content of all of the programmes of study for the Foundation Phase or/ and each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning. For more-able and talented pupils working at higher levels, the school will provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning.

Equal Opportunities

Legislation covering the protected characteristics including age, disability, gender, race, religion and belief and sexual orientation places a duty on the school towards present and prospective pupils to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

At Portfield School we develop in every pupil a sense of personal and cultural identity that is receptive and respectful towards others. In school we plan, across the curriculum to develop the knowledge and understanding, skills, values and attitudes that enable our pupils to participate in our multi-ethnic society in Wales. The school uses approaches that support the ethnic and cultural identities of all pupils and reflect a range of perspectives, to engage pupils and prepare them for life as global citizens.

Health and Safety

It is the responsibility of all staff and where possible, pupils, to be aware of health and safety issues in relation to this curriculum area. Positive attitudes should be developed towards the safety of self and others when using equipment. Any issues arising should be brought to the attention of the Headteacher /Health and Safety Officer and a risk assessment carried out in relation to the subject area.

Assessment, Recording and Reporting

Assessment, recording and reporting in geography is carried out in accordance with the school's Assessment, Recording and Reporting policy. Individual progress and attainment is assessed and targets set.

Assessment in Geography is achieved through:-

- Observation - whilst pupils are working
- Discussion - much is learnt about the child's understanding by the way they respond to questions asked about their work
- The written evidence they may produce
- RFL, P levels and NC outcomes and levels (SOLAR) are used to show progress.
- Pupil self-assessment and peer assessment is promoted throughout all areas.

Monitoring and Evaluation

Monitoring of Geography within the school is carried out by the subject coordinator in consultation with the headteacher. This takes the form of discussion with staff, examination of planning and pupils' work and classroom observation. The subject coordinator then reports back to the headteacher, staff and the governors on the outcome of the monitoring process. The planning, schemes of work and resources are evaluated in light of the findings of the monitoring process.

Implementing, Monitoring and Evaluating the Policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

RESOURCES

BIG BOOKS

The four seasons - Melvin Berges
 Whatever the weather - by Wendy Body
 We're going on a Bear Hunt
 Transport Now and Fifty Years Ago - Bobby Neate

The Train Ride
 Barnaby Bear to the Rescue (KS1)
 Barnaby Bear at the Seaside (KS1)
 Barnaby Bear and the Badger (KS1)
 Barnaby Bear Local Area Studies (KS1/KS2)

The Hunter (set in Africa) - Paul Geraghty
 Life in the Desert - Melvin Berges
 Life in the Rainforest - Melvin Berges
 The Emperor Egg - Martin Jenkins
 (Arctic Conditions)

Maps and Global - Rainbow
 Sun and Us - Julian Powell
 Weather - Rain and Us - Julian Powell
 World Weather - Pelican Big Book - By Penny Coltman

The Window - (KS2) (ESD)
 Our Earth - Rivers - Terry Jennings
 Rainbows - Houses and Homes

LINKS TO ENQUIRING MINDS

Gerry's World - The Teacher's Book (KS1)
 Nia's First Day - Olive Dyer and Val Scurlock
 Gerry's Story - Olive Dyer and Val Scurlock
 Kabo's Diary - Olive Dyer and Val Scurlock

STORY MAPS - LINKS TO BIG BOOKS

Train Story Map
 Bear Hunt Story and Cards
 Barnaby Bear Mountain Rescue Story Map and Cards

TOPIC BOOKS - GEOGRAPHY

Into Geography - Book 1

Teacher Guide - Geography Key Stage 1 - Teacher Resource

National Curriculum Teacher Guide - Geography Key Stage 1 - Photocopiable Pupil Resources

Topic Discussion Book - Ginn Geography

Topic guide - Key Stage - Ginn Geography

Learning Through Story - - geography (4-8)

Sunshine Geography - Key Stage One

(Planning of Assessment Guide)

Infant Geography Resource Bank - Photocopiable (5-7)

Environmental Education - Key Stage 1 (Photocopiable)

Oliver and Boyd - Geography

Looking after the school

A seaside town in Spain

Looking after Nature

A lift and flap book - My town - Usborne Publishing

A lift and flap book - My street - Usborne Publishing

About my school - Louis Fridge

Look Around The Street

Homes Around The World

Llys-y-Fran - Fact Fact

The Haven - A Cross Curricular Teaching Pack (KS1 & KS2)

Life On The Coastlines - Roseanne Hooper

- Africa Newest Country - (A locality study for primary schools)

Eskimos (Surviving People)

Artic Lands - Find Out About

Nature Trek - Out and About

(Going Camping)

Launch Pad Library - Travelling on Water

Launch Pad Library - Ocean World At Portfield School we are working to reduce environmental and social barriers to inclusion and offering opportunities for all pupils to achieve their full potential in preparation for further learning and life. The School plans for, and works with specialist services to ensure relevant and accessible learning

experiences. The school achieves this through improved access to the curriculum; physical improvements to increase participation in education and the provision of information in appropriate formats.

King Fisher - The Superbook of Ships
What can you see at the seaside (3-7 years)
Volcanoes - Jump Nature Book
Waterfalls - Jump Nature Book
Mapstart 1 - Simon Catling

PHOTOGRAPHS

Natural Environment - Equals 4 (a)
Life in the Desert

KEY STAGE 2

Distant Place - 5-11
National Curriculum - Geography Key Stage 2 - Teachers Resource
National Curriculum - Geography Key Stage 2 - Photocopiable Pupil Recourse.
Key Stage 2 - Topics Book (7-11)
Bright Ideas - Geography
Into Geography - Teachers Resource Book 1
Countries Around The World - Great Britain

KEY STAGE 3

Access to geography 1
Access to geography 3

ATLAS

(2) Oxford Junior Atlas
(2) The Oxford Rainbow Atlas
Around The World (Infant Atlas)
Our World - Pictorial Atlas
1 Picture Atlas - Sainsbury

PICTURE MAPS

Discovery Landscape (2)

GLOBES