

# **YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL**

## **GEOGRAPHY POLICY**

### **Introduction**

#### **Why take Geography?**

Geography helps pupils to make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the world's surface. It relates to many aspects of their own lives and of the environment in which they live.

#### **What are the Aims of Geography?**

- To engage pupils in an intellectually challenging and relevant and enjoyable study of the subject.
- To develop pupils' techniques, skills and competencies necessary for undertaking geographical enquiries including the ability to observe, analyse and communicate understanding using a variety of skills of enquiry: ICT research, questionnaires, observations, book research.
- To develop the key skills of speaking, listening, reading, writing, numeracy and ICT together with the ability to make and interpret maps.
- To develop a sense of place: a feel for the character of a place and what it might be like to live there.
- To stimulate pupils' interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
- To foster a sense of wonder at the beauty of the world around us.
- To help pupils develop a positive sense of their cultural identity in the context of modern Wales.
- To help pupils acquire a framework of knowledge and understanding about places and locations that will help them set local, national and international events within a geographical context.
- To develop understanding of some of the important characteristics of the earth's major physical systems – its landforms, weather, and climate, hydrological and ecological systems – and the way each interacts with the others.
- To explore the significance of distribution patterns in human activities and physical processes.
- To develop understanding of the links between places created by the movements of people, material and information; and the

interdependence of people, places and environments throughout the world.

- To find out about the influence of environmental conditions on human activities and the impact of people on particular environments.
- To help develop an informed concern about the quality of the environment and the future of the human habitat.
- To enhance a sense of responsibility for the care of the Earth, its people and other life forms.
- To help pupils acquire knowledge and understanding about the physical and human processes that bring about changes in environments, and develop a critical appreciation of the consequences of those changes.
- To develop awareness and appreciation of the ethnic, cultural, economic and political diversity of human society, and its geographical expression.
- To investigate important cultural, social and political issues with sensitivity to the range of attitudes and values associated with such issues.
- Global citizenship, Global warming, Sustainability.

### **Our School Approach to Teaching and Learning Geography**

In the Foundation Phase geography is taught termly through investigative themes such as: -

Ready, Steady, Cook	Spring into Summer
Colour and Light	Hip, Hip Hooray / Celebrations
Once Upon a Time	Off We Go

Geographical skills are taught through enquiry and in the Foundation Phase pupils are encouraged to be curious and gain a knowledge and understanding of the world by investigating the indoor and outdoor environment and through play. Pupils are encouraged to use a range of skills and resources such as ICT, DUDs, maps, atlases, story books, information books, photos, objects of interest to gain geographical knowledge.

In K.S. 2 geography is taught through termly investigative themes such as: -

Our Village	Food
Cardiff Bay	St Lucia
Holidays Overseas	

Pupils are encouraged to use skills of enquiry to gain information about aspects of Geography. Pupils may work individually, in pairs or collaborating in groups. Teachers use a wide range of questioning types

to encourage enquiry and reflection. They use open-ended questions to encourage pupils to follow their own lines of enquiry.

Pupils are encouraged to use a range of skills of enquiry and resources such as ICT, DUDs, photos, atlases, aerial photos, information books, and stories from overseas, objects of interest.

Differentiation is used recognising that pupils have preferred learning styles and different abilities when teaching geography.

### **Curriculum Planning**

The school uses the Foundation Curriculum and Outcomes as described in the Framework for Children's Learning for 3-7 year olds in Wales.

### **Places and People**

**Children should be given opportunities to: -**

- Learn about where their locality is
- Learn about distance and how to follow directions and routes
- Use and make simple maps, to find where places are and how places relate to other places
- Identify natural features, e.g. *rivers, hills, beaches*, and the human features, e.g. *buildings, roads, bridges*, of their own locality.
- Begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world.
- Learn about how and why people and places are linked, e.g. *where they work and where they go on holiday, where family and friends live*.
- Use atlases and globes.
- Investigate how places change e.g. *the weather, the seasons, buildings, and people's jobs*.
- Recognise how people's actions can improve or damage the environment.

### **Time and People**

**Children should be given the opportunities to: -**

- Sequence events, routines and changes, e.g. *in a journey to school, in a story*.
- Measure time using simple measuring devices, clocks watches and calendars.
- Recognise the changes caused by time e.g. *to themselves and to people and places familiar to them*
- Recognise that there are reasons for, and consequences of, some actions.
- Begin to identify differences between ways of life at different times, e.g. *by comparing a familiar place at different times in the past*.

- Use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources.
- Look at different representations and interpretations of the past, *e.g. different books / pictures / ICT sources about the same person or event.*

For K.S. 2 the school uses the National Curriculum Programme of Study for Geography.

### **Skills**

#### **Locating places, environments and patterns.**

##### **Pupils should be given opportunities to:**

1. Identify and locate places and environments using globes, atlases and maps *e.g. use co-ordinates and four-figure reference.*
2. Follow directions, estimate and calculate distances, *e.g. follow map and ground routes, calculate map-to-ground distances.*
3. Use maps, imagery and ICT to find and present locational information, *e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images.*
4. Identify and describe the spatial patterns (distributions) of places and environments and how they are connected, *e.g. a line of towns in a valley, the pattern of areas affected by a tsunami.*

#### **Understanding places, environments and processes**

##### **Pupils should be given opportunities to:**

1. Identify and describe natural and human features, *e.g. weather conditions, types of buildings.*
2. Identify similarities and differences to describe, compare and contrast places and environments.
3. Describe the causes and consequences of how places and environments change, *e.g. by season; from past to present; the need for sustainability.*

### **Range**

#### **Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues.**

##### **Pupils should be given opportunities to:**

- **Study**  
 Living in Wales: their local area and an investigation of at least one aspect of the geography of the whole of Wales, *e.g. national parks, where people live.*  
 Living in other countries: two contrasting localities in countries at different levels of economic development outside the United Kingdom.

## **Links with other Subjects.**

### **Curriculum Cymreig – A Welsh Perspective**

Pupils will be given opportunities when studying Geography to learn through a Welsh perspective. Example: by comparing and contrasting places locally and internationally, pupils gain knowledge and understanding of the Welsh cultural, economic, historical and environmental characteristics.

When learning about physical features, weather, climate etc. pupils should be given examples of these in Wales.

Geography contributes to the Curriculum Cymreig by offering opportunities for learners to explore by investigation and fieldwork the diversity of the natural and human landscapes of 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 Wales and other countries.

### **Personal and Social Education**

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

In geography, learners have opportunities 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.

### **Information Technology**

At K.S. 1 and K.S. 2 Information Technology may be used to teach or reinforce geographical skills and knowledge.

## **Time Allocation**

The time allocation for Geography is as follows: -

45 minutes per week for K.S. 1  
1 hour and 15 minutes for K.S. 2

Teachers may choose to put more than one allocated session together i.e. when undertaking a field trip.

## **Differentiation**

Teaching styles, resources used, information given and activities provided should reflect the different needs of the child, ensuring continuity and progression.

## **Role of Co-ordinator**

The Co-ordinator is responsible for producing a policy statement and Scheme of Work in conjunction with other members of staff. He/she should ensure continuity and progression through monitoring and provide the school with appropriate resources for the study of Geography. He/she should provide a leading role in the teaching of Geography, giving help and advice when needed. Information from relevant courses should be disseminated to members of staff. Periodic evaluation will be carried out by discussion regarding effectiveness of content and resources.

## **Special Educational Needs**

Staff must ensure that all pupils have access to the learning of Geography as set out in the National Curriculum. Staff may need to provide I.E.P's or differential work for individual pupils or groups setting activities at appropriate levels, including high achievers.

## **Assessment and Recording**

See Whole School Policy.

Teachers use Foundation Outcomes and National Curriculum level descriptors to assess pupils' levels of achievement.

## **Foundation Phase Outcome 1**

Children explore objects and materials within immediate and familiar environments. They often ask the question 'why?' and use words, signs

or symbols to communicate their observations. They recognise themselves and familiar people in pictures/stories and show knowledge of daily routines. Through adult encouragement children are beginning to communicate about their creations, such as models and pictures.

### **Foundation Phase Outcome 2**

Children begin to sort objects into simple categories. They handle and explore the use of a range of tools/equipment to complete a given task. They respond to open questions about their experiences and offer their own ideas using short phrases or alternative methods of communication. They begin to match specific activities to certain times of day/week and show some appreciation of present and past. They gain confidence in finding their way in familiar surroundings and develop knowledge of roles of familiar people. They are becoming more confident when communicating/talking about their work.

### **Foundation Phase Outcome 3**

Children sort objects and materials according to specific criteria. They communicate their developing knowledge of items in everyday use. They begin independently to offer ideas about where to find information. They begin to record their observations using symbols/pictures/simple signs or phrases. Through enquiry, children are able to identify changes in their environment/materials/natural features. They are able to follow simple instructions/directions. They are beginning to understand the passing of time, remembering significant events in the past and anticipating events in the future. They are able to sequence events. They participate in the planning of future activities and make predictions by reflecting on previous experiences.

### **Foundation Phase Outcome 4**

Children communicate their knowledge and understanding of basic features of their immediate locality, objects, materials, living things and events present and past through a variety of media. They make observations, ask and respond to questions and find answer using learning materials and sources. They begin to identify what did and did not work. They recognise and group items of information. They describe where they are using everyday terms, draw a simple map and follow directions. They recognise and express their views about features of specific places and how some change. They express their views on features of places. They show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise and name a range of common animals, objects materials, light sources and sound sources.

### **Foundation Phase Outcome 5**

Children communicate their observations and knowledge and understanding of different localities through describing natural and human features, recognising how some change and that people's actions affect the environment. They find information from a map, draw simple maps with symbols and are aware of compass directions. They communicate their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They are beginning to select, organise and communicate items of information about the past. They use simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things, and events. They describe the basis for their groupings using simple differences between living things, objects, materials and physical phenomena. They ask and answer, make observations, collect information and find answers using learning materials/sources provided. They communicate the steps needed to carry out their investigations. They use their experiences to develop their own ideas. They reflect and evaluate by describing their work in detail using an increasingly appropriate vocabulary. They offer explanations why something worked or did not work.

### **Foundation Phase Outcome 6**

Children communicate their observations and knowledge and understanding of different localities through making comparisons and offering some explanations for the natural and human features of different localities. They recognise that people have positive and negative impacts on their environment. They use globes and maps to find out information about places. They draw maps using a key, symbols and understand directions. They show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main event and changes. They identify some of the different ways in which the past is represented. They use their everyday experiences to explain differences between, and changes to, living things, materials and physical phenomena. They link the learning, with support, to familiar situations. They talk about their ideas and using their everyday experience they make simple predictions. They plan, with support, the approach to be used for their enquiries. When appropriate, they agree on some simple success criteria. They ask and answer a range of questions, observe, collect and record information in a variety of ways

and find answers to their investigations. They express their views supported with reasons and recognise that people have different views. They give a simple explanation, based upon everyday experiences, for their findings and suggest what they could have done differently to improve their findings. They identify what worked, made sense, what did not work, did not make sense and why.

## **Resources**

Resources are located both centrally and in individual classrooms. (See list in Scheme of Work).

## **Health and Safety**

See School Policy

## **Progression of Skills**

Some geographical themes will be studied at both key stages and in both lower and upper key stages. Much of the content covered will be the same. But to ensure progression, pupils will use different skills of enquiry to learn about places or themes. (See planning a geographical enquiry below).

Teachers may use the level descriptors to help them plan and assess pupil's work (see levels overleaf).

### **Planning a geographical enquiry.**

- Be clear with the pupils that during an enquiry the teacher's role is largely that of a manager of learning. If necessary, explain the role to pupils.
- Decide on the key questions or focus. (Teacher directed, led or promoted depending on the circumstances and the confidence of the learners).
- Agree the audience to whom the enquiry and its conclusions will be presented.
- Plan a variety of learning activities and modes of class organisation to engage and maintain pupils' interest.
- Match resources to the activities, modes of classroom organisation and needs of the pupils.
- Agree routines for pupils' access to the resources.
- Provide planning structures and pupil guides to the resources.
- Agree deadlines for each stage of the process and for the completion of the enquiry.

- Model ways of enquiring and suggest enquiry routes and related resources.
- Suggest methods of data collection as appropriate.
- Pupils gather evidence and data.
- Pupils interpret and evaluate evidence and data.
- Pupils arrive at valid conclusions based on the appropriate analysis of the evidence and data.
- Pupils decide how to synthesise and present their enquiry and conclusions.
- Pupils present their findings to the chosen audience.
- Teacher and peer pupil assessment gives feedback to the pupils on process, product and presentation of the enquiry.

Teacher as the Manager of Learning
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### **Review and Evaluation**

This Policy and Scheme will be evaluated and reviewed according to the School Development Plan and will be agreed by the Governing Body.

**Carroll Hurford (12.04.10)**