

## **Geography Procedure**

### **Aims and objectives**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their 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 learn how to draw and interpret maps and they 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 recognize 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.
- Special focus will be paid to the teaching of the skills inherent in the entire geography curriculum taught at Ewanrigg Junior School.
- To embed geography in other areas of the curriculum.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

The geography programme will be delivered by all geography staff in a range of teaching and learning situations with respect to the needs of individual pupils.

### **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 data, 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, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

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, some children not completing all tasks;
- grouping children by ability in the room 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**

#### ***Long Term Plans***

A two year cycle is planned in line with the New National Curriculum. From the long-term plan the medium term plan can be completed.

#### ***Medium Term Plans***

Upper and Lower school teams will complete medium term plans. Medium term plans are usually completed for a 6 - 8 week period these will be slightly more in depth than the long term plan and provide an over view of what will be taught in each lesson. The medium term plan will be used to develop a daily lesson plan.

#### **Teaching geography to children with special educational needs**

At our 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. 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**

During each lesson the teacher will monitor progress and adapt the teaching according. . Teachers' assessment takes place at the end of each unit of work, noting any attainment and progress which is significantly lower or higher than expected. Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents. This report takes the form of a summary of the teachers' observations and continued assessment of the pupils at work thus giving parents a view of what their children know, understand and can do.

#### ***The Learning Environment***

Classrooms will have displays of current geography in hand. The profile of geography should reflect its place as a National Curriculum subject. Resources for the unit of work being covered should be appropriately accessible. Other sources of information should be available. All classrooms should display prominently the relevant scientific vocabulary being introduced in current units of work.