Geography
Longford Park School

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Why study Geography?

Geography is the study of people, places and environments throughout the world. It develops an understanding of the human and natural world, maps, and a range of investigative and problem solving skills. Through geographical enquiry children can learn to evaluate the world around them. The study of geography enables children to understand local, national and international issues by studying the socio-economic and geographical aspects of various contrasting localities. It offers children the opportunity to engage in field work activities and to consider how their own actions may have an impact on the environment.

Aims

Geography teaching offers opportunities to:

- stimulate pupils’ interest in their own surroundings and other localities, both in the United Kingdom and the rest of the world.
- give pupils the opportunities to make observations and to form opinions about their immediate environment and other localities.
- understand how physical features such as climate, rivers, mountains, etc. affect the lifestyles of different peoples throughout the world
- foster pupils’ sense of wonder at the beauty of the world around them.
- develop an understanding of the relationship between people and the environment and how peoples’ actions affect the quality of the environment
- enhance the pupils’ sense of responsibility with regard to caring for the Earth
- develop an awareness and appreciation of cultural and economic diversity
- acquire and develop skills necessary for making geographical enquiries.

Teaching and Learning in Geography

The teaching and learning of geography in our school should be both stimulating and motivating. Pupils should enjoy developing their skills and knowledge and begin to perceive the world as an interesting place. It should involve encouraging children to ask questions, to identify ways in which they might find the answers and finally to search for those answers.

The scheme of work for Geography at Longford Park School will be based upon the National Curriculum. It is to be delivered within every class curriculum and include: key questions, objectives, teaching activities, learning outcomes and assessment opportunities, geographical skills, resources, and links with other areas of the curriculum. This should give direction to teachers about how to approach each topic.
Each year group will teach a number of specified key facts (listed in the scheme of work) which build on the knowledge of previous years, and which are designed to increase pupils’ understanding of geographical concepts such as cities, continents and capitals.

Resources provided for lessons should include I.C.T., photographs, aerial photographs, posters, books, artefacts, videos, maps and people.

As our pupils’ understanding is best developed through direct experience, practical activities and trips including travel should form a part of the teaching activities; as possible.

Inclusion

At Longford Park School, in order to ensure that all children have an equal opportunity to learn, teachers will plan activities that are interesting and challenging and which encourage full and active participation by the whole class. Teachers will plan and specify strategies/activities for specific learning styles. In lessons a variety of resources will be used to ensure accessibility and any fieldwork undertaken should be within the capabilities of any children with sensory or other physical difficulties.

Any materials used or studies made, should avoid negative images of developing countries, of people of different cultural, national or religious backgrounds, or people with disabilities. Children should be taught to appreciate these commonalities and differences in people and cultures around the world.

Continuity and Progression

Progression within geography is planned for by:

- Increasing the breadth and depth of study
- Widening the scale of study from local to global issues
- A continuing development of skills
- Increasing the opportunities for children to examine social, economic, political and environmental issues.

Assessment

Learning outcomes in each unit show how children can demonstrate what they have learned. Pupils’ work should serve as a record of their achievements. The workbook evidence will demonstrate broad descriptions of achievement within each year. These should help teachers identify the progress of each pupil. Notes should be made on the progress of each pupil at the end of the academic year and should be used to inform the next teacher and parents of the pupil’s progress.
Cross Curricular Links

The key goal of geography lessons should be to develop children’s geographical understanding, but it can also provide opportunities to develop their literacy skills. Discussion, drama and role play are important ways for children to understand that people have different viewpoints and perspectives on the world. The reading of storybooks set in different places, such as the seaside, could introduce a geography topic as well as using children’s literacy skills. Geography also provides children with the opportunity to collect, record, present and interpret a variety of data. In specific cases, geography can also be linked to History, Science, Computer science, D&T and Citizenship.

Management

In order to monitor the effectiveness of the scheme of work the curriculum co-ordinator will act as a consultant to colleagues in terms of resources available, field trips and classroom activities. The co-ordinator will attend planning meetings where support is needed and monitor planning and attainment in children’s work.