

GEOGRAPHY POLICY

Geography involves:

- Studying places;
- Studying physical and human patterns and processes;
- Investigating the relationship between people and their environment;
- Geographical enquiry and fieldwork;
- Working with maps and images;
- Links with social and natural sciences.

Aims and objectives:

- To develop a knowledge and understanding of place on a local, regional and global scale, of the interconnections between places, of the significance of location, of human and physical environments, of people-environment relationships, and of the causes and consequences of change;
- To develop the skills needed to undertake geographical investigations (enquiry, map work, photographs and image interpretation, problem-solving, ICT);
- To stimulate interest in, and to encourage an appreciation of the world around us (environmental, social and cultural awareness);
- To develop an informed concern for the world around us and an ability to take positive action (citizenship and sustainability).

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 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. 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 i.e. parking 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.

Our geography will be based on the following:

- The four aspects of geography
 - Knowledge and understanding of places
 - Knowledge and understanding of patterns and processes
 - Knowledge and understanding of environmental relationships and issues
 - Ability to undertake enquiry and to use geographical skills;
- The use of skills such as
 - Observing
 - Questioning
 - Recording
 - Communicating ideas about places
 - Making and using maps
 - Role play
 - Using geographical vocabulary;
- Detailed planning to ensure that the geography is sufficiently substantial and well defined;
- Methods and strategies that strike a balance between providing information and offering opportunities for investigation and enquiry;
- Using resources effectively;
- Effective links with other subjects such as maths, English, science, RE, history;
- Integrating appropriate ICT to meet geographical outcomes;
- Paying due heed to citizenship and sustainability issues.

Geography curriculum planning

We use a combination of QCA and LCP lesson plans to help us with our planning, this has been adapted to make use of the local environment in our fieldwork.

Plans will be used on a rotational basis to take account of the mixed age classes in our school so that topics won't be repeated a second year running in one particular class. This ensures that children have coverage of National Curriculum.

Geography planning - foundation stage

We teach geography in the Nursery and reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for the children, aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking in the library for where different types of food comes from, making pretend maps, walks around the environment and making use of photographs of the local area, or investigating what makes a 'good' playground, and videoing walks.

The contribution of geography to teaching in other curriculum areas

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. For example, in Key Stage 1 we use the Katie Morag books by Mairi Hedderwick to develop children's knowledge and understanding in the QCA unit, 'An Island Home'. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Information and Communication Technology (ICT)

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and presenting written work. They research information through the Internet and Encarta. We arrange for the children to communicate with other pupils in other schools and countries by using e-mail. We also offer children the opportunity to use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to

the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Teaching geography to children with special needs

At St. Edmund's Catholic Primary 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 match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

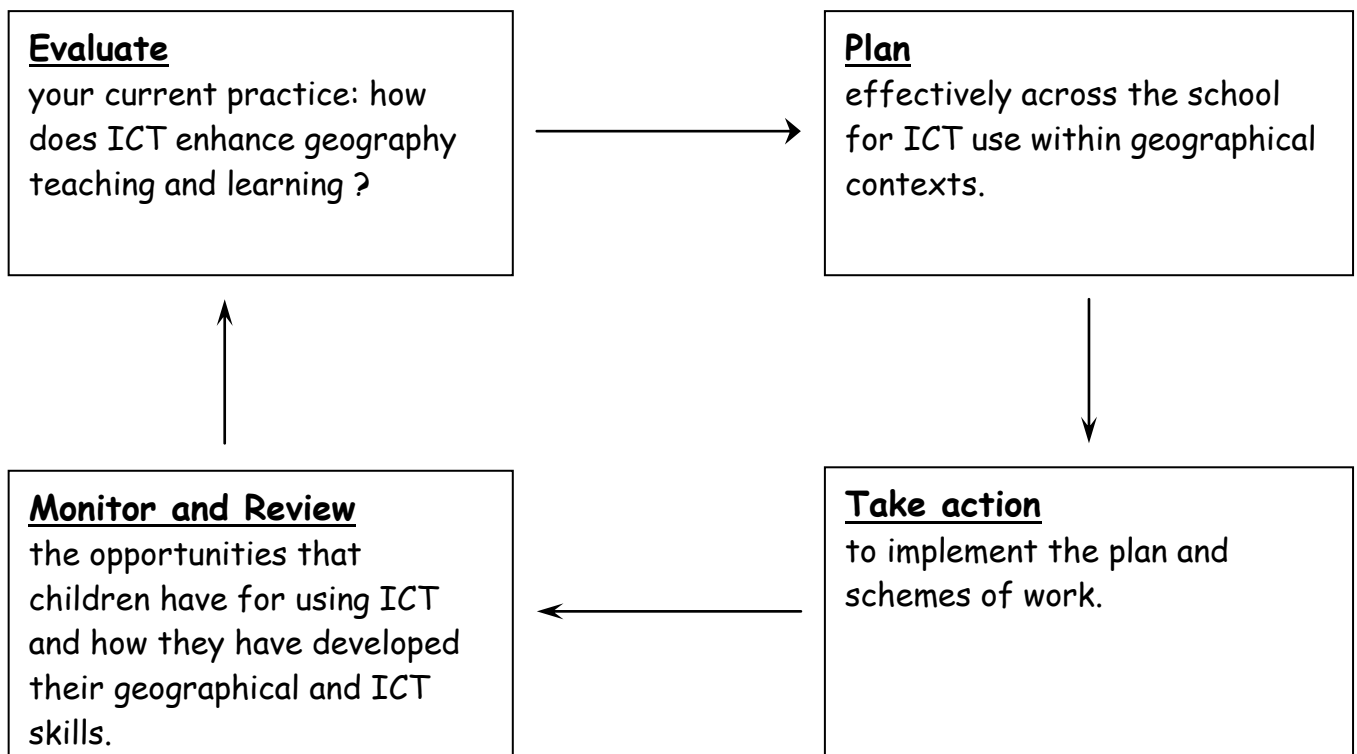
Assessment and recording

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the Nation Curriculum levels of attainments. We record the attainment grades in our mark books and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

Geography and ICT

Geography is uniquely placed to enhance ICT; the potential benefits are both readily apparent. Geography offers various contexts in which children can learn, develop and apply ICT skills and concepts in parallel with their developing knowledge and understanding of their subject. (QCA, May 2000)

The Geographical Association recommends the following cycle of planning (adapted from Pickford and Hassell 1999):



The following publications and websites, also from the Geographical Association, are strongly recommended:

Stuart May (2000) *High Tech Geography: ICT in Primary Schools*.

T.Pickford and D.Hassell (1999) *Planning for ICT and Geography at KS1 and 2*. Published in association with BECTA.

K.Russell (1998) 'Geography and ICT' in R.Carter (ed.) (1998) *Handbook of Primary Geography*.

Resources

To be found in the cupboard

- 14 Silver Compasses
- 29 Map Compasses
- 2 Rain Guage
- 1 Anemometer
- 1 Weather Vane
- 1 Window Thermometer
- 1 Wind Meter
- 3 Wall Thermometer

Chembakolli

Footprints in the Forest

The People of Kanjikally - India

- 18 Atlases
- 20 Junior Atlases
- 31 World Atlases
- 12 Picture Atlases
- Blackpool Pack
- Map Jigsaws
- A Large Selection of Wall Maps (held in TK's classroom)

PLEASE RETURN AFTER USE

APPENDIX 1

Preparing for a field visit

Children need to be aware of the practical implications of going on a field visit. For example:

- What clothes to wear;
- What equipment they need to bring (e.g. pens, pencils);
- Whose group they will be in;
- What time they will arrive back at school;
- Whether they need to take money/how much.

They will also need to be prepared for the educational activities they will be involved in, so that they gain as much as possible from the experience.

There are some suggestions for preparatory work. But in general children will need:

- An understanding of the vocabulary used on the worksheets;
- An idea of the location of the fieldwork;
- Knowledge and understanding of the Country Code;
- An understanding of health and safety issues;
- Knowledge of compass/direction;
- Experience of sketching and map drawing;
- An understanding of the purpose of the fieldwork.

Checklist for planning fieldwork

1. Have clear aims and objectives. (Why do you want to take your class into the field?)	
2. Seek permission from the head teacher.	
3. Refer to school and LEA policies, especially with regard to health and safety.	
4. Make booking as necessary.	
5. Calculate costs.	
6. Check and arrange any insurance.	
7. Inform parents and pupils: prepare children well for their fieldwork.	
8. Book transport; check dates/timings.	
9. Book transport; check dates/timings.	
10. Fill in required forms/letters to parents and any medical forms.	
11. Do a site visit analysis. (A risk assessment guide is included here, but you will need to ensure that it conforms to your LEA requirements).	
12. Check meal (and accommodation) arrangements.	
13. Ensure children and parents understand the need for suitable outdoor clothing. Waterproofs, Wellingtons and warm clothing are essential. In the summer children should wear hats and sunscreen.	
14. Be aware of children who suffer with allergies like asthma and make sure they have the necessary medicines with them. Remember that all cuts must be covered as water may contain organisms that cause infections. Ensure that the school policy on health and safety has been adhered to.	

15. Brief staff and parent helpers on health and safety issues and on educational matters.	
16. Ensure there is adequate first aid provision.	
17. Keep good accounts of monies collected.	
18. On the day: leave lists of participants at school, revise emergency procedures, brief staff, organise equipment and who is responsible for taking it back.	
19. Split the class/es into smaller groups (between two and six, depending on the size of your class/es).	
20. If possible, ensure the children have name badges.	
21. Follow-up letter: letter of thanks, payments, class work, evaluate the visit and note and changes to be made.	

The importance of fieldwork?

- Fieldwork has always been an important part of the geography curriculum, because of the relevance and excitement of the outdoor experience, which develops and consolidates skills and concepts introduced in the classroom. By observing, collecting data, practising skills and enjoying the open air, children extend their experience and understanding of the world to reinforce learning in the classroom.
- Exposure to television, advertising and other media has extended pupils' awareness of other places and environments, but they may nevertheless remain uncritical, unobservant and unchallenged.
- Working in the environment provides opportunities to test out ideas, to learn to be observant and to solve problems in a real world situation. The fieldwork investigations and activities encourage children, through structured learning, to become observant, to develop skills of recording, analysis and deduction and, hopefully, to develop enquiring minds. (After Richardson 1998).

Fieldwork is an essential component of pupils' geographical experience

By the end of **Key Stage 1** children can:

- Collect data as directed;
- Record simply using a given framework;
- Use main compass points;
- Use appropriate vocabulary in talking about location/features;
- Use their own freehand symbols for recording;
- Use large-scale plans.

By the end of **Key Stage 2** children can:

- Ask questions from given framework;
- Use collected data to give an informed opinion;
- Use scale and grid references;
- Present information in a number of ways;
- Discuss issues and recognise that others may have different opinions.

They will also have:

- Begun to reason and hypothesise;
- Developed their geographical vocabulary.

APPENDIX 2

Questions to ask about places:

Why is it like this ?

How did it get like this ?

How is life affected by this place ?

How have people used or modified the place ?

How does it link with other places ?

How is it similar to or different from where we live ?

What would it feel like to be there ?

What are the views of people who live there ?

What do others think about it ?

What can you do ?

What do I already know about the place ?

What will I expect to find ?

What will it be like ?

What do I think about it ?

Where is it ?

What does it look like ?

Are there many or few people ?

What is it like to live there ?

What is the weather like ?

Are there many visitors ?

What is distinctive about it ?

How is the place changing ?

How might things change ?

What decisions will be made ?

Who will decide ?

Will the changes bring improvements ?

Who will gain or lose ?

Follow-up activities

Explaining

Connections between factors (e.g. climate and farming)
Relationship between people and their environment
Making comparisons

Responding

Imaginative work - curiosity and empathy
Accounts of travel from diaries and literature

Speculating

Drawing on pupils' previous experience
Imaginative work
Perceptions gained from indirect experience

Describing

Locating, collecting and sorting information
Classifying using books , maps, atlases and globes, and ICT
Fieldwork

Predicting

Using newspapers, magazines, TV, videos and ICT to identify change
Looking at current issues
Simulation games
Computer models

APPENDIX 3

Using photographs

Photographic interpretation is a type of geographical enquiry. Photographs can be used when:

- Using maps and stories;
- Introducing visitors;
- Encouraging empathy;
- Making a distant place real.

Questions to ask about places in photographs

What do I already know about this place ?

What is it like ?

Why is it like this ?

How is the place changing ?

How is this place connected to others ?

What would it feel like to be in this place ?

Follow-up activities

Speculating, drawing on the child's experience, perceptions and imagination.

Describing and locating, collecting, sorting and classifying.

Explaining and reasoning. Relating factors: e.g. climate and farming, people and environments.

Predicting, using media sources to identify change. Simulation/computer games and models.

Comparing and making connections between places.

Responding by showing curiosity and empathy. Making links with people, schools and communities in distant places. Using stories.

Activities and games for using photographs

Twenty questions

Ask a child to select a photograph from the collection. By asking up to twenty questions, the rest of the group work out which image has been chosen. The child can only answer 'yes' or 'no' to each question.

Pros and cons

While displaying the images, write down as many adjectives as possible that the children can think of to describe them. Include both positive and negative adjectives.

Impressions

Select a group of images relating to a place or process. Ask children to say which photographs they would add to the selection to make it more representative of that place or process.

Captions

Ask groups to write newspaper style captions for the photos. Display the one that fits best.

Using photographs in geography at the foundation stage/key stage one

Listed below are some of the approaches that may be adopted with photographs at Foundation Stage/KS1 linking them to delivery of the *Geography Curriculum*.

1. Identical photographs - a 'snap' game approach.
2. Grouping photographs into categories - e.g. all those that show houses / shops.
3. A 'Where's Wally' approach - try and spot an object in the photograph.
4. An 'I Spy' approach - spot objects beginning with a certain letter.
5. Using photographs linked to the story work, so that the children identify features/characters that they have heard of in the story.
6. Sequencing a series of photographs to follow a taken trail of the events that they have heard of in a story.
7. Using photographs to identify objects in real life - take photographs out on trail work so that children match the photograph to the subject.
8. Getting the children to actually take their own photograph of a feature they like/dislike of their own home.
9. Using a photograph as a starter for discussion:
 - What do you think is happening in the photograph ?
 - What could the person in the photograph be saying ?
 - What might have happened next ?

Developing activities using photographs for Key Stage Two

1. Enlarge photographs of your local area and then cut them up into simple jigsaws. The difficulty of the shapes/number of pieces should reflect the differing abilities of the children being taught. You can then either give an individual child (or a pair of children) all the pieces of the jigsaw and ask them to fit them together or else you could retain one or two pieces of the jigsaw and ask the children to say what they think will be shown on the missing piece(s).
2. Provide a group of children with a variety of photographs and ask them to sort the photographs into simple categories - for example ones that show types of transport, ones showing types of housing etc. The category headings being used will depend upon the age and ability of the children being taught. This activity could be made more complex through introducing photographs that may fit into more than one category.
3. Number a set of photographs then provide a simple grid for the pupils to indicate whether certain features can be found within the photographs being studied.
4. Provide a group of children with a set of photographs from a locality that they have never visited. Ask them to look at the photographs and note any similarities to their local area.
5. Give each pupil the opportunity to study the photograph of an area that they have never visited (e.g. an overseas locality). Ask the pupils to identify something that they like and/or dislike about the area being studied.

Activities and games for using photographs

Memory game

In small groups, children study a photograph for a minute. They then turn it over and then brainstorm all they can remember.

Kim's game

Allow everyone to view the images, then cover them. Can the children remember them all?

Connections

Ask the children to make as many connections as possible between the images.

Describe and draw

In pairs, one child describes an image and the other interprets the description by drawing, without seeing the image. Then the drawing is compared with the original.

Complete the picture

Photocopy some of the images. Cut them in half and give a section to each group. Can they think what may be in the rest of the photograph? They could then complete the photograph by drawing the missing half.

How do I feel?

Children select one image showing people and describe what they think it would feel like to be one of the people in the photograph. How do I feel? What are the other people in the photograph doing, feeling, saying and thinking? The children could record their impressions by adding speech bubbles to copies of the photograph.

Chinese whispers

Four children leave the classroom. One photograph is shown to the remainder of the class. One child returns to the classrooms, and the class describes what was in the photograph. This child then describes the photograph to the next child of the four, and so on. The fourth child's description is then compared to the real photograph. This is a good exercise for showing how people's perception of an image or situation can become distorted.

Progression in the use of aerial photographs

Aerial photographs provide an important link between ground level photographs and the understanding of a map. They have the advantage of having no written information, which could limit access to some children. They can provide a plan view of an area, a scale version of the real world and a link to using symbols for features in the landscape because of the distances involved.

1. Ground level photographs
 - a) familiar
 - b) unfamiliar
 - c) general
2. Oblique aerial photographs taken from a higher building
 - a) familiar
 - b) unfamiliar
 - c) general
3. Oblique aerial photographs from a higher vantage point (aeroplane)
 - a) familiar
 - b) unfamiliar
 - c) general
4. Vertical aerial photographs taken from near to the ground (large scale)
 - a) familiar
 - b) unfamiliar
 - c) general
5. Vertical aerial photographs taken from higher up (small scale)

- a) familiar
- b) unfamiliar
- c) general

The vertical aerial photographs used in 4 and 5 can then be compared with maps of corresponding scale.

The value of satellite images in the primary school

1. Satellite images are very much part of the modern world for our pupils as they can see them every day on the television weather forecast.
2. Satellite images provide the opportunity for children to compare images with atlas maps and gain information on the world we live in.
3. Distant pictures of the Earth from space enables children to identify continents and major islands. Satellite images of smaller areas can allow pupils to follow the course of a river from its source to the sea. They will be able to note where vegetation grows in the area under scrutiny and how it changes from one area to another.
4. The use of satellite images will engender an excitement within the pupils as they become intrigued with the idea of seeing and working with images produced by satellites far out in space.

Remote sensing

1. Remote sensing means collecting information about a place from a distance. At its simplest it would involve the taking of photographs from an aircraft with a conventional camera.
2. Satellites cannot use conventional cameras so they use scanners. The scanners record energy reflected back from Earth as electronic signals. These signals are radioed back to ground stations, processed by a computer, and displayed on a computer screen.

Teaching ideas for the use of maps along with aerial photographs

1. Verbally locate and identify specific features seen on the map/photograph.
2. If the aerial photograph is linked to a map of similar scale, children could interpret what is found in the landscape both physical and human.
3. Simple land use classifications could be used after teacher/class discussion. A tracing overlay could assist in presenting the information.
4. For older pupils an attempt could be made to calculate the proportion of different types of land use. A 10 x 10 overlay grid will allow % results.

5. The aerial photograph could be used as a source of information for the child to draw their own simplified map, notice simple observable features.
6. Children can compare the maps/photographs of their local area with their own 'up to date' observations so that recent changes in the landscape can be noted.
7. Children could locate and label simple features on an outline plan of the aerial photograph. Simple route planning could also be carried out using such an approach.
8. Children could measure distances direct and indirect on map/photograph and then use could be made of the map scale.
9. Children could carry out directional exercises from a fixed point on the map/photograph to other fixed points that have been located on a simple outline plan.
10. Children could attempt a written description of areas in photographs. A key focus could be provided such as to describe the amount of open space in one part of the map/photograph as compared with another section.
11. A simple alphanumerically overlay grid could be produced and the children can then be asked to note features in given squares i.e. what is in C3 ? The children can then begin to give square locations for other features.
12. Photographs could be used for investigative purposes to solve problems e.g. why are there no houses built in a certain section of the photograph?
13. A comparison/contrast between aerial photographs could take place when considering two localities (i.e. rural/urban contrast).
14. aerial photographs/maps could be used prior to visiting a field study site so that the children gain a wider picture of the area under study. For example they will be aware of where the river/stream they are studying began its course.
15. Children should use the map/photograph to consider the environmental impact of a proposed development e.g. the extension of a motorway system through a rural area.
16. Role-playing exercises could be initiated through simulation exercises where the children could consider the impact of say an 'out of town' shopping development on different interest groups.