



## THOMAS'S FULHAM GEOGRAPHY POLICY STATEMENT

This document is a statement of the aims and principles for the teaching and learning of Geography at Thomas's Fulham.

The curriculum follows the requirements of Key Stage 1 and 2 of the National Curriculum and elements of 13+ ISEB curriculum are explored in Year 6. Each year group follows an enquiry based approach to learning, focusing on specific topics and exploring them through problem-solving, questioning and discovery to ensure surface and deeper learning.

### What is Geography?

Geography is the study of the environment, local to global, and the physical and human forces which shape it.

### AIMS

Our aims in teaching Geography are that children will:

- show an awareness of their locality and that other environments differ
- use geographical vocabulary and sources of information including maps, atlases, globes, diagrams, aerial photographs and digital software to generate conclusions, harvest knowledge and analyse case studies
- make observations about the human and physical features of places and identify continents, oceans, countries, cities, mountain ranges and rivers
- use geographical equipment to observe, measure, record and analyse physical and human features of the local area
- give children opportunities to make real connections to the world around them through trips, workshops, fieldwork and external speakers

### Principles of the teaching and learning of Geography

Geography is important because:

- it is a body of knowledge essential to our understanding of the ever changing world around us
- the skills and knowledge of Geography are widely applicable in everyday life
- environmental awareness is a prerequisite for responsible participation in society; promoting co-operation in environment and social issues
- it is a National Curriculum subject. The fundamental skills, knowledge and concepts are categorised into four areas:
  - Locational knowledge
  - Place knowledge

- Human and physical geography
- Geographical skills and fieldwork

At Thomas's Fulham it is the teacher's responsibility to ensure that correct and relevant literacy skills remain a key focus for all pupils whilst completing any geographical work. Encouraging pupils to read a variety of significant and relevant geographical material and understand its content is essential for enhancing and developing the learning of all pupils as they progress through the school. Continuing to support and reinforce all aspects of literacy in Geography will enable all pupils to progress effectively.

The Geography department acknowledges that children learn, achieve and progress at different levels and in different ways. Teachers plan lessons to ensure children have access to and engage in a significant, relevant and challenging curriculum. All planning, teaching and learning is created with regard to the school's SEND, EAL and MoA Policies.

### **Our approach to effective learning**

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Key skills are incorporated within all lessons so that every pupil can understand how they learn. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below:

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate.

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.
- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking ideas together in a big web and thinking creatively are very important habits as an effective learner.
- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from their learning. Being self-critical and working out how to improve are key. Children ask what have they learned, what do they want to learn next, and how are they going to do it successfully?

Our teachers have been increasingly working with digital resources and instructional technology to enhance pupil learning. Digital Literacy skills through blended learning are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Access to live webcams, digital maps and Google Expeditions for virtual field trips and many other resources, allow the children to immerse themselves in their learning with rich, visual and current content. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills
- The 1:1 iPad programme across Years 4-6 ensures pupils are able to create, share and collaborate using digital resources both in and outside of school

Our 10 school values (kindness and courtesy, honesty and respect, leadership and confidence, givers not takers and humility, independence and perseverance) underpin all aspects of teaching and learning at Thomas’s Fulham. They are clearly understood and encouraged by every member of the school community, with pupils using the school values to guide their actions, attitude and behaviour within lessons. Incorporating both these life skills and our school values into their daily learning, allows pupils to fully understand how they learn and how they can learn from one another. Digital Learning, the 4Cs and our Learning Habits also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. *(See Thomas’s Fulham’s Learning Circles)*

**See also:** [Curriculum Policy](#), [EAL Policy](#), [Most Able Policy](#), [SEND Policy](#), [Fulham Teaching & Learning Policy](#)

<b>This policy will be reviewed annually</b>			
Reviewed: January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest Review: January 2020	By:	Susannah Bell, Curriculum Deputy Head & Kitty Dudgeon, Subject Leader	Changes made
Next review: January 2021	By:		