

St. Wilfrid's Church of England Primary Academy



Geography Policy

June 2017



Our Christian Values

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

Fair, Kind, Joy, Courage, Forgive, Hope, Peace and Trust
Love

Introduction

The study of geography involves children in exploring the relationship and interactions between people and the environments in which they live and upon which they depend. Many of the children who now attend our school will live to see the next century and live in a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography - personal, local, national and global. Our children will need to know about geography and to think like geographers. We seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask. We seek to encourage children to learn their geography through big question led enquiries about topics, places, themes and issues which allow them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, applying information to other contexts and investigating through hypothesising. We aim to ensure balance between new content and developing subject skills.

Aims and objectives:

- To promote geography throughout the curriculum using a variety of mediums.
- To stimulate a curiosity and interest in our natural and man-made world and an awareness and appreciation of cultural and economic diversity.
- To enable children to gain knowledge and understanding of places in the world.
- To promote an awareness of the world and global patterns.
- To introduce children to maps and develop skills necessary for making geographical enquiries.
- To enable children to know and understand environmental problems at a local, regional and global level.
- To promote the correct use of subject-specific vocabulary (as stated in The National Curriculum).
- To respect and value their own local area and create a greater sense of community cohesion.
- 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 foster pupils' sense of awe and wonder at the beauty of the world around them.
- To develop knowledge and understanding of the local area, the regions and the UK and its' place within the world.
- 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.

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 ICT 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 aim to develop field work skills by providing opportunities to work in the local environment.

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;
- 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 teaching assistants (where available) to support the work of individual children or groups of children.

Time allocation

As geography is taught through topics, the allocation of time may vary depending on the main focus of the topic. A geography topic overview has been created to ensure all aspects of the geography curriculum for each key stage are being covered.

Planning

The school uses the New National Curriculum as the basis of its curriculum planning. Geography is taught through a range of Geography topics. Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning maps the geography to be studied throughout each key-stage during the year. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas. In other cases, we arrange for the children to carry out an independent geographical study, for example when learning specific mapping skills.

Our medium-term plans give details of each topic for each term. They include the key geographical outcomes expected during that topic and are presented to the children prior to the study of each topic. When the topic is complete, the children are expected to self-assess their attainment (using a traffic light system) at the end of each unit.

Each class teacher is responsible for writing the short term plans for each lesson based on the 'PlanBee' scheme of work. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader monitors and reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school using the basic skills progression of Geography.

Foundation Stage

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five (Understanding of the World). Geography makes a significant contribution to the Development Matters objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world and investigating people who help us in our local environment.

Cross curricular links

Geography impacts into all subjects across the curriculum, and pupils are encouraged to find geographical links in all areas of their learning.

Equal Opportunities and Inclusion

All pupils are entitled to a Geography curriculum which caters for their individual needs. Activities are planned in such a way as to encourage full and active participation by all children irrespective of their needs or ability. 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 IEPs. Enrichment and extension opportunities will be provided to develop deeper learning and promote mastery of the subject.

Assessment and recording

Individual teachers will assess children's work on an ongoing basis. They will make informal assessments during lessons and record assessments using 'Class Assessment Records'. Annually, the subject leader will collect and level samples of work from each year group to assess children's understanding and skills. This will form the basis of a portfolio of evidence across ability bands and should show progression of skills across the school. Key assessments will explore the achievement of pupils against the key outcomes for the unit of work. We aim to make our assessments valid, reliable and manageable. As geography is taught in a wide range of ways there are a wide range of assessment opportunities. Assessments can be oral, written, graphic, or constructions. Success criteria for each assessment is carefully constructed, agreed and recorded and all children are aware of what they must achieve.

Resources

An annual audit of resources is made, both on a whole school basis and on the needs of individual classes. All geography resources are stored centrally in Key Stage 1 and Key Stage 2. The Geography subject leaders monitor planning and up-dates resources for the needs of each Year group. Any new acquisitions will be made known through staff meetings. Firsthand experience is encouraged through visits to places of interest, visitors to the school and artefacts relevant to the children's learning.

Health and safety

Compliance with the Health and Safety policy of the whole school is adhered to at all times. Risk assessments will be recorded before any fieldtrips, following the school Educational Visits guidelines.

CPD

The role of the subject leader is to:-

- keep up to date and implement changes in the Geography curriculum
- take responsibility for resources with an annual audit
- support colleagues in their planning
- monitor planning in Geography
- implement an annual review of the Geography scheme of work
- inform Governors about changes to and developments in Geography within the school

The geography subject leaders have attended relevant courses on the implementation of the new national curriculum and organised an INSET to promote Geography field work.

Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Signed:

Headteacher: Mr. S. Colothan

Date: June 2017

