



Geography Policy

"Together we love, learn, follow Jesus"

Rationale

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. It encourages children to learn through experience particularly through fieldwork and practical activities.

Geography raises and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

Importantly, this subject provides a focus within the curriculum for understanding the issues concerning the environment and sustainable development. It allows pupils to encounter different societies and cultures, leading them to realise how nations rely upon one each other. Pupils are encouraged to think about their own place in the world, their values and their rights and responsibilities to other people and the environment as well as appreciate the world build by God and understand our role of stewardship within it.

Aims

Good Geography teaching aims to :-

- ✓ Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- ✓ Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- ✓ Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.
- ✓ Acquire Geographical knowledge, understanding and skills.
- ✓ Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

Objectives

Children will be taught a range of facts and skills in both Key stage 1 and Key stage 2. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Foundation Stage

Geography is delivered to Foundation Stage pupils within the Understanding of the World area of learning through a cross curricular topic based approach at various points throughout the academic year.

Key Stage One Focus Areas:

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United Kingdom
- The World

Key Stage Two Focus Areas:

- The local area
- A region of the United Kingdom
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world

Planning and Organisation

Geography is taught as part of our topic based curriculum, mainly in the afternoon. Lesson objectives and activity ideas come from the Lancashire Plans. For this reason some topics focus more on geography than others, but over the course of a year children will explore a range of themes and develop geographical skills. Map reading and orienteering are taught separately, but are used to enhance the children's knowledge and experiences around this subject. We work on a two year cycle of topics, due to our split year group classes.

Assessment and Reporting

At St. Joseph's assessment is used to provide diagnostic information, inform future teaching and learning, provide summative assessment for teachers and provide information for parents. Each class teacher is responsible for pupil assessment, which takes the form of: marking, observations, discussion and questioning. The children's progress is measured against 'age related expectations,' ensuring progression throughout the school. Pupils attainment and effort in the subject are reported to parents in accordance with the statutory requirements and our own school reporting arrangements. Reporting on geography in the Foundation Stage appears within the Understanding of the World stand of learning.

Fieldwork

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

SEND/Inclusion

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges.
- responding to the diverse learning needs of pupils.
- overcoming potential barriers to learning, through additional resources at appropriate points.

Equal Opportunities

Children irrespective of ability, race or gender are given full access to the geography schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Staff Development

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments. Teachers who have attended geography courses report back to colleagues at a staff meeting. School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines. The subject leader is expected to keep themselves up to date with developments in the subject and look for ways to support the other staff in enhancing children's experience of the subject.

Role of the Subject Leader

The role of the geography subject leader is to:

- ✓ Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school
- ✓ Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- ✓ Monitor progress in geography and advise the head teacher on action needed
- ✓ Conduct work sampling regularly focussing on different aspects of teaching and learning.
- ✓ Take responsibility for the purchase and organisation of central resources for geography.
- ✓ Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

Written by: M Ward, Sept 2017

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