

St. Mary's Catholic Primary School Geography Policy

Person Responsible: Miss A. Hogan

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Review: Autumn 2017

Approved by Governors:

Introduction

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a crucial subject to help pupils understand their links with, and effects on, the natural world and their links with other people in the wider world.

Geography is one of the National Curriculum Foundation subjects. This policy has been compiled by the teaching staff at St. Mary's to promote a consistent approach throughout the school.

The following will be implemented by each member of staff with the co-ordinator, Headteacher and Governing Body taking the overall responsibility.

Aims

We want our pupils to:

- Have a better understanding of their world and acquire skills and knowledge that will develop their understanding of the features and character of places
- Understand that people all over the world have the same basic needs and how these are met, depends on location and differing conditions
- Encounter different societies and cultures, which will help them realise how nations rely on each other
- Become aware of environmental issues and sustainable development
- Be aware of their place in the world, their values, and their rights and responsibilities to others and the environment
- Respect and value other people, their traditions and environments
- Develop their enquiry skills
- Develop confidence through geographical enquiry, as well as enhancing skills in other areas of the curriculum,

Objectives

To develop skills to enable them to find out about places and the people who live in them, pupils will:

- Undertake studies which focus on geographical questions and carry out systematic geographic enquiries with an increasing degree of independence
- Undertake fieldwork using a variety of skills, instruments and techniques

- Make, use and interpret maps and plans at a variety of scales
- Use plans, maps, atlases and globes to build a locational framework of the size and position of places and how they fit together
- Use ICT as an information source and to assist in handling, sorting and presenting evidence
- Find out about a variety of real people's lives through meeting and talking with them and through carefully chosen case studies, using video, text and/or photographs

Differentiation and SEN

We use a range of strategies to support pupils. A few of these, particular relevant to geography are:

- Different levels of written or oral questions for pupils investigating photographic or other visual materials
- Modified graphs e.g. the use of ICT to graph data, axes provided and labelled

For our able pupils we will expect:

- A great range of resources to be used
- Extension tasks to be provided
- Greater independence in working e.g. a pupil to be able to carry out their own simple geographic enquiry by Year 6, partly through homework

Breadth and balance

In the Early Years, geography is developed through the topics. (See EYFS guidelines & policy.)

In Key Stage 1 geography is taught in a clearly identified way through topics, to a notional time of 20 hours, although it is likely to amount to more than this because of its cross-curricular nature.

In Key Stage 2 we teach blocked units, on average two units in the course of the year. In addition, geography is taught within a history focused unit. Approximately one to one and a half hours per week is spent on geography when organised as a block, as a result each unit lasts approximately 10-15 hours.

Some aspects of Geography like weather measurement and atlas work related to topical issues will be ongoing as the need arises.

Planning for progression

Geographical skills are identified in the scheme of work.

By the end of KS2, 85 % or more of our pupils should have reached the expected standard of attainment.

It is our policy to ensure progression in the following:

- geographical enquiry and skills
- knowledge and understanding of places
- knowledge and understanding of patterns and processes
- knowledge and understanding of environmental change and sustainable development

Progression relating to knowledge, skills and understanding, is carried out with reference to the level descriptors in the attainment target and the "Breadth of study" found in the programme of

study. This is guided and monitored by the co-ordinator.

Planning the topic units is the responsibility of the teacher and planning with a year group colleague helps us to ensure consistency within our school. This planning is available for inspection by the co-ordinator, to ensure coverage of the programme of study and progression in pupil learning.

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability.
- We use materials for teaching which avoid stereotyping, and bias, towards gender or role.

Meeting individual needs

All children will have effective access to the geography curriculum. We have high expectations and provide opportunities for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic backgrounds and those from diverse linguistic backgrounds.

- We aim to set effective learning challenges for all our pupils. Classroom work needs to be differentiated to meet the needs of all pupils in the class by varied activities and clearly identified learning outcomes. This may require different starting points for different abilities.
- Some may require help to overcome potential barriers to learning. For example, pupils with learning difficulties will be offered support to access texts and encouraged to use ICT to aid communication. In addition, the needs of gifted and talented pupils will be met by using a variety of strategies including, using activities that allow creative thinking and give pupils opportunities to develop intellectual initiative.
- Guidance on planning, teaching and assessing pupils with learning difficulties or pupils who are gifted and talented in history is available from the co-ordinator.

Cross-curricular skills and links

- English (including literacy) – geography is an excellent subject for promoting speaking and listening, reading and writing.
- Mathematics (including numeracy) – our field work investigations develop data handling and graphing skills. The spatial dimension of map work is mathematical too, through direction and locational work.
- Computing - data handling, information retrieval and Internet use are highlighted.

Assessment

Planning and assessment is inextricably linked within our school. During the Foundation Stage teachers assess pupils in relation to the Early Learning Goals. The achievement beyond this stage is described using the level descriptors of the National Curriculum.

Formative assessment – involves the pupil and teacher in a process of continual reflection and review about progress. It is carried out through a variety of ways including: observation, discussion, questioning and marking of work.

It is our aim to improve this assessment through involving pupils in their learning by sharing targets, modelling quality, giving focused feedback and encouraging the pupils in both self and peer assessment.

Summative assessment- Teacher assessment, is carried out by the end of each unit of work.

Record keeping

Individual pupil attainment will be recorded by highlighting the appropriate class record; teachers will make a note of any children causing concern or those with special aptitudes. This record will be passed on to the next teacher to aid their planning and track pupil progress. A copy will be sent to the co-ordinator for monitoring.

Teaching methods and strategies

The class teacher will decide on the most appropriate method to adopt. This may be whole class, group, paired or on an individual level. We aim to engage and enthuse pupils by adopting a variety of strategies including: storytelling, role play, drama, debate, interpreting visual images (photographs, paintings), using ICT, displaying artefacts, drawing, painting and stories and writing.

Reporting

We report annually to parents on pupil progress in geography via the child's school report.

Links with home and the local community

Home –We encourage parental support for visits and fieldwork. Parents share their experiences and artefacts with the school. They support the pupils in homework and gathering information during enquiry.

Fieldwork/visits

Local community – The local area is a valuable resource to provide relevance and stimulate learning.

Nursery	Farm and Eltham Environmental Centre (ECS)
Reception	Playground and school grounds
Year 1	Eltham Park North (Woods and ponds.) and ECS
Year 2	Streets surrounding the school
Year 3	ECS
Year 4	River Study
Year 5	Eltham Park South (Environmental issue), ECS
Year 6	Wrotham, a contrasting locality (5 day residential visit) National Gallery (Rainforests)

Health and Safety

All fieldwork and study visits will abide by the school policies. Please refer to School's Health and Safety Policy/Guidance for educational visits.

Resourcing

Classrooms

Each Key Stage Group will have appropriate ICT materials, maps and globes and it is our policy to ensure they provide continuity and progression in our pupils learning. These will be monitored and evaluated by the co-ordinator.

Library

Books are clearly labelled in the Library.

Resources room

Maps -Local, Ordnance survey, world, historical, wipe clean.

Images - satellite images of The World, Europe, Asia, photographs, aerial photographs, photo packs including the local area are centrally stored.

Topic resource boxes-Centrally stored.

Teachers' books include titles relating to enquiry, planning, assessment, using ICT, literacy and drama can also be found. A full list of publication titles are on display. Copies of Primary Geography are stored here and are full of ideas, which are linked to the units of work.

INSET

Teacher and pupil resources used during Inset/ staff meetings are available in files. These are available for use, amendment and can be viewed by new members of staff.

Additional resources

Cross curricular resources include:

Numeracy –for location vocabulary, co-ordinates, scales, timetables

Literacy – stories, travel brochures

Art resources, such as paintings, posters

Music –Listening and responding to music from around the world, from differing cultures.

Playing different instruments from around the world. Older pupils may compose their own music in relation to the Geography unit they are studying.

ICT – Search engines, graphics programs, data handling and spreadsheets programs, digital camera and video.

The Co-ordinator

Monitoring

The geography co-ordinator is responsible for assuring quality/ standards in the subject, curriculum / resource development and staff support. These are carried out through:

- Monitoring, evaluating and up dating the scheme of work.
- Advising colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching.
- Monitoring and evaluating teachers' planning and classroom delivery.
- Monitoring and evaluating pupils' work.

An annual overview for each year group will be seen by the Co-ordinator at the beginning of September and Medium term plans at the beginning of each half term.
Pupil achievement will also be available to the Co-ordinator towards the end of the Summer Term.

Pupils' own books will be monitored at the end of each term

Displays – Will be photographed at the end of each term, for monitoring purposes and also to aid future planning of displays.

Classroom support will be available during “Co-ordinator time”.

Review

The policy is subject to continuous review by the Co-ordinator, in the light of new initiatives and developments. Monitoring and evaluation by the co-ordinator will inform curriculum and resource development and staff support.

National changes will be taken into account matched with whole school priorities.

Documentation

National Curriculum Handbook for Primary Schools 2014.
OFSTED Reports (Geography)

Health and Safety

Please refer to the School's Health and Safety Policy.