



GEOGRAPHY POLICY

Introduction

This document is a statement of aims, principles and strategies for the teaching of Geography at St. George's Central Church of England Primary School.

It is the decision of the governors and staff to use the Clive Davies Challenge Curriculum to provide a rich, broad and creative approach to learning. Due to the mixed class arrangement, our topics are planned on a 2-year cycle, with each class covering a new topic (Geography or History based) each term or half-term. This approach provides a context for learning, whilst also covering all objectives of the National Curriculum. Where possible, other lessons, particularly English and ICT lessons, link closely with these topics. The implementation of this policy is the responsibility of the Geography leader, governors and all staff.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Our school motto

Never settle for less than your best.

What is Geography?

A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children 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. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Fieldwork studies should strengthen children's understanding of their own and wider communities in order to develop a sense of pride and willingness to protect the world around them for the future.

Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

To ensure children are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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Curriculum content and skills

At St. George's Central, topic lessons, which are History or Geography based, are taught in Key Stages 1 and 2 for a full afternoon once a week. We also endeavour to integrate the topic into all other areas of the curriculum throughout the week. We follow the Clive Davies Challenge curriculum, which gives us an initial question to start the topic with, for example: 'Would you rather live in England or Africa?' From this children formulate questions before each topic begins, based on what they personally would like to find out. For example "What is the weather like in Africa?" Teachers then plan learning opportunities which enable children to answer their questions. Non-negotiable objectives and skills, taken from the Clive Davies curriculum, are also decided upon when the medium term plan is written. Each topic contains a 'WOW' event to engage the children and will end with a presentation of learning.

Skills and processes in Geography

In Key Stages 1 and 2, children will use geographical skills, including first-hand observation, to enhance their locational awareness. Children should begin to use subject-specific vocabulary relating to human and physical geography. Children should be taught geographical skills relating to the following areas:

- Locational knowledge;
- Place knowledge;
- Human and physical geography.

In Key Stage 1, children will be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied through the Clive Davies Curriculum. They will use simple compass directions (North, South, East and West) and locational and directional language. For example, left and right; near and far, to describe the location of places and routes on a map. They will use aerial photographs / plan perspectives to enable them to recognise landmarks and basic human and physical features. They will be able to devise a simple map, using basic symbols in a key. Children will use simple observational skills and fieldwork to study the geography of their school and its grounds. They will look at the key human and physical features of its surrounding environment.

In Key Stage 2, children will be able to use maps, globes and digital/computer mapping to locate countries. They will be able to describe the features being studied. Children will use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Children will use fieldwork to enable them to observe, measure, record and present the human and physical features in the local area using a range of methods. This may include sketch maps, plans and graphs, and digital technologies.

Foundation Stage provision

Geography is taught in the Foundation Stage as an element of Understanding the World.

Computing

Children are given opportunities to apply and develop their ICT capacity through relevant Geography programs and access to the internet. Where possible, ICT lessons link to the children's topic lessons to provide greater depth to learning.

Cross Curricular links

Where possible, other lessons, particularly English and ICT lessons, link closely with topics. Practical Geography lessons are important, with maps, models and fieldwork playing a key part. Trips and visitors to school also greatly enhance our Geography curriculum.

Resources

Each Key Stage has its own set of resources to support topics. There are also central Geography resources stored in KS2 and other locations around school.

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Assessment, recording and reporting

Teachers will regularly assess children's learning, using this information to guide and inform planning to meet children's individual learning needs. The titles used in classrooms: 'What I think I know' and 'Questions I would like to answer', as well as a final presentation of the children's learning shows progress made throughout each topic. In Key Stage 1 this may be presented in the form of a whole class display which is added to as learning progresses. The subject leader will monitor the subject in a variety of ways throughout the year. This may include scrutiny of planning, children's books, displays and pupil interviews.

Age appropriate objectives are in the back of each child's topic book in Key Stage 1 and Key Stage 2. When objectives are covered, teachers date them and highlight green when an objective has been met. This enables teachers to ensure objectives are being covered and allows them to keep track of progress. At the end of each term, teachers use this tool to inform their assessment and submit a best fit judgement for each child.

The role of the Geography leader

- To write a Geography policy in consultation with other members of staff and governors.
- To write an annual action plan showing key areas of development for Geography.
- To advise teachers on the Geography curriculum.
- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of Geography resources within an agreed budget.
- To keep up to date with recent educational thinking about the teaching of Geography and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the Geography curriculum and resources within the school.
- To monitor the Geography curriculum within school and to have a clear understanding of standards.
- To address any issues relating to pupil progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of photographic evidence.

The role of the Governing Body

The Governing Body is responsible for ensuring that:

- There is a current policy statement and curriculum for the teaching of Geography.
- Geography is included in the basic curriculum.
- Sufficient time and resources are devoted to Geography to enable the school to meet its legal obligations and to deliver a quality Geography curriculum.

The role of the Headteacher

It is the Headteacher's duty to ensure that:

- A Geography education is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Geography within the school.

Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

Developed by: Miss E Glassbrook

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Chair of Curriculum Committee

Date: March 2018



Headteacher

Date: March 2018

E Glassbrook

Geography Lead

Date: March 2018

Policy approved: March 2018

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