

GEOGRAPHY POLICY

Checked by: Curriculum Committee

Our Christian Vision

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

'I can do all things/through Christ who strengthens me' Philippians 4: 13

fulfil their true potential.

Forgiveness

To encourage respect, understanding for and forgiveness of each other.

Compassion

To inspire children to show compassion for others within school and in local and global communities.

Community

To strengthen links with the local community and Church.

To develop an inclusive community where all are included and all are valued.

Friendship

To equip children to develop socially and emotionally; having due regard for other peoples' feeling and situations. Developing empathy, resilience and self-confidence.

Humility

To inspire empathy and compassion, putting the needs of others before themselves.

The Importance of Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils 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, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. (National Curriculum 2014)

You visit the earth and cause it to overflow;

You greatly enrich it;

The stream of God is full of water;

You prepare their grain, for thus You prepare the earth.

Psalm 65:9

Intent

At St. Stephen's C.E. Primary School, Tockholes we want all our pupils to -

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- To have an extensive base of geographical knowledge and vocabulary.
- Develop fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Develop the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- To develop significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Develop the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the wider world.

Implementation

Aims and Objectives:

The National Curriculum for geography aims to ensure that all pupils:

- 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.
- 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.
- 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 (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Teaching and Learning:

At St Stephen's CE Primary School, we have used the new National Curriculum (2014) and Chris Quigley as the basis for our curriculum planning. We ensure there are opportunities for all children to develop their skills and knowledge in each unit, and plan for progression to ensure children are being challenged as they move through the school. We teach the knowledge, skills and understanding set out in the New Curriculum.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Organisation

As we have mixed-age classes, we do the medium-term planning on a two-year or four-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics. Teachers plan lessons in line with knowledge organisers and medium term plans. Geography is blocked into relevant terms and then delivered in weekly sessions. Geography incorporates a variety of resources to give the children a wide range of experiences. This is recorded in the class teachers weekly planning PowerPoints/flipcharts. See long term plan for Geography.

Progression

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

Field Work

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Local Authority Risk Assessment procedures using Evolve. Any water activities or work near water requires at least 10 weeks' notification and application prior to the visit.

Spiritual, Moral, Social and Cultural opportunities

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

Impact

Assessment and Recording

Teachers oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Assessment will be undertaken using the following methods: -

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion

Pupil Premium

We aim to make certain that our disadvantaged/vulnerable children make good progress in Geography. All our teachers recognise and accept that the vast majority of pupils' progress comes from good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils, this is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure that

- we know who our disadvantaged/vulnerable children are
- we talk to these children about their learning not regularly but frequently
- we monitor the progress of these children regularly

Children with special educational needs and disabilities (SEND)

At St Stephen's geography is always all inclusive.

We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes:
- teachers working specifically with children with SEND
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly as a staff team to discuss provision and if it needs to be adapted;
- liaising with outside agencies to receive the best advice on how to help children learn
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

Differentiation

Differentiation is the process of matching learning tasks to particular groups or individuals. Teachers have to consider differences when planning and teaching lessons in order to ensure that all abilities in the class are catered for. They do this by:

- Input - the level of Information Given (by content) or the way the ideas are explained and expressed
- Vocabulary
- Questioning
- Task
- Activity to be undertaken
- Resources
- Support - Teacher/TA/Peer
- Response = Target Setting/Feedback/Marking
- Class organisation -Grouping (ability or mixed ability)

Resources:

School have a good supply of topic books to support children's individual research.

We have resources including web based resources to support children's individual research.

We welcome and actively encourage visitors to join us to pass on their experiences, memories and knowledge.

Learning outside the classroom also plays a key role in the provision of geography.

Monitoring and Reviewing:

Teachers are responsible for monitoring the standard of the children's work and the quality of teaching in geography.

SLT carry out book moderation and learning walks -, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes. SLT also use pupil voice- children's voice is valued and their opinions taken into account. Pupils will be given the opportunity to give their thoughts on geography. In addition, SLT are responsible for supporting colleagues in their teaching, for being informed about current developments in the subject. Teachers give SLT feedback on the strengths and weaknesses in the subject which are used to evaluate and indicate areas for further improvement and the planned actions to address these.

Accessibility

At St Stephen's Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy and Risk Assessment Forms are filled in.

Wider opportunities

- Whole school geography focus activities/days/weeks