



St. Patrick's RC Primary Thornaby

Geography Policy



Physical Activity Policy		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

Rationale

Geography education in St Patrick's should inspire pupil's curiosity and fascination about the World and it's people. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Purpose

St Patrick's RC Primary School has developed this policy to provide school staff and the school community with guidelines on what is required to achieve maximum progress in the teaching and learning of Geography.

Objectives

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- To understand the key physical and human geographical features of the World
- 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 allow children to learn graphic skills, including how to collect, use, draw and interpret maps;
- To encourage the children to use a range of sources of geographical information (maps, globes, photographs, GIS)

- to enable children to know and understand environmental problems at a local, regional and global level through the Global Goals Curriculum.
- 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 small group 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. The children are introduced to key global issues and these are linked closely to the Global Goals and taught confidently in all areas of the curriculum. We expect all children to become stewards of the earth and to recognise that they can contribute to positive changes in our world. We encourage staff to take children out into the school, local and wider area for visits related to Geography topics. We also invite people and groups into school for Geographical activities.

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;
- grouping children by ability in the room and setting differentiated tasks to each ability group;
- providing creative resources of different complexity according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

Geography curriculum planning

We use the national curriculum subject content for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works with teachers in each year group. We combine the geographical study with work in other subject areas, Eco Schools and Global Goals. At other times we arrange for the children to carry out a geographical study independently.

Our medium-term plans follow the national curriculum subject content for geography and give details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis.

Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans, and can discuss them with the geography subject leader on an informal basis.

We plan the topics in geography so that they build upon 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.

Foundation Stage

We teach geography in nursery and reception classes as part of the Understanding the World area of learning from development matters EYFS policy. We relate the geographical aspects of the children's work to the objectives set out in the EYFS development matters, which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the EYFS 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 reading stories to stimulate outdoor learning in the school and local environment.

The contribution of geography to teaching in other curriculum areas

Literacy

Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We try to make links, where possible, to books and topics that we learning about e.g. Linking Captain Cook's history to the

Geographical journey that he took. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use the 8 points of a compass and four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Computing and ICT

We make provision for the children to use technology in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. The children can also use Apple Macs and ipads to produce videos, podcasts and interviews, related to the topics. Teachers can record children's work through apps such as Aurasma. We also offer children the opportunity to use the digital camera to record and use photographic images.

PSED

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of stewardship and social welfare. Geography in our school promotes the concept of global citizenship.

RE including Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

6. Teaching geography to children with special educational needs

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 enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

We assess the children's progress in geography through lessons observations, book scrutiny and discussions with children about their learning. Once the children complete a topic, each pupil is assessed by the teacher to whether they have met emerging, expected or exceeding the expectations of the topic. We record the results in our geography tracker and input this data into the school tracking system to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The geography subject leader keeps samples of planning, children's work, and book scrutiny and pupil discussions in a geography portfolio. Class teachers keep the children's geography work in the topic books and on display in classrooms and corridors.

8. Resources

We have are continually reviewing resources in our school to be able to teach geography effectively. We keep these resources in classrooms and we also keep a collection of atlases and geographical books in the library. There is a wide range of websites, apps and technological equipment to support the children's individual learning and progress.

9. Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In the Foundation stage the children use the outdoor environment every day for a wide range of activities linked to Understanding the World. At Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the local area. At Key Stage 2 year groups study rivers, coasts or weather in the local area and then on a global scale. Fieldtrips are highly encouraged to develop skills such as using maps, grid references, GPS and compass directions (N/S/E/W) in KS1 and eight points of a compass in KS2. Within our school grounds we now have an orienteering grid which the children can access.

10. Monitoring and review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.