



St Thomas of Canterbury Catholic Primary School

Where every child is special

Geography Policy

Policy compiled by:

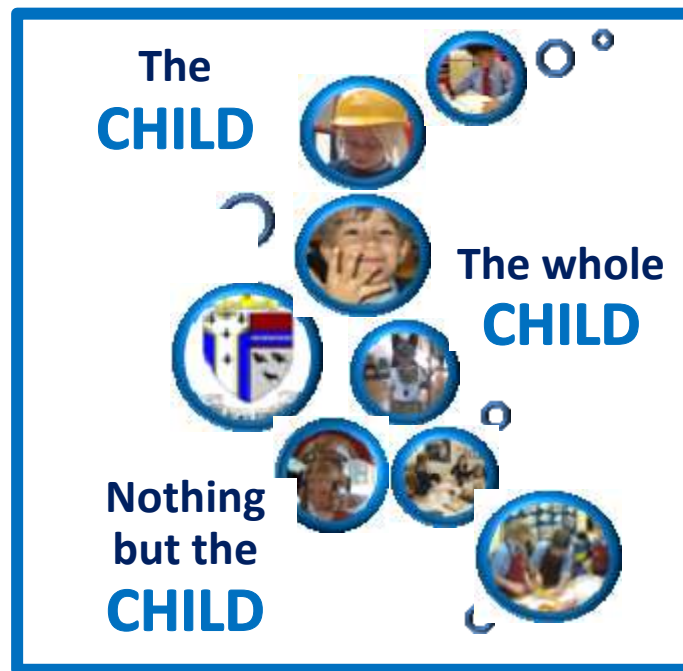
Daniel Kitcatt, Subject Leader

Date of last review:

Spring 2017

Review Date:

Summer 2019



OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.

OUR AIMS

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR GOLDEN RULE

We treat others as we would like to be treated



Introduction

This document is a statement of the aims, principles and strategies for teaching and learning in Geography at St. Thomas of Canterbury School. It is intended to outline the guiding principles by which this school will implement Geography in the National Curriculum. The Curriculum Guidance document circulated to all staff will also support planning, teaching, assessment and progression in Geography.

Aims

The main aim in teaching Geography is to 'inspire in pupils a curiosity and fascination about the world and its people.' (National Curriculum: Department of Education Geography 2013)

To support this, teachers must make learning and progression accessible to all class members by:

- Providing quality, engaging Geography lessons including classroom activities and field work.
- Developing children's skills in collecting, analysing and communicating data
- Enabling children to use with confidence and interpret sources of geographical information – such as globes, maps and diagrams.
- Help to develop contextual knowledge of places – including understanding physical and human features of environments.
- Participating in Geography lessons allowing for both independent, peer and group work.
- Set differentiated activities and clear goals and next steps.
- Evaluate (self, peer and teacher) and provide quality feedback to steer children's learning.

As a result of these aims, pupils are able:

1. to enjoy learning about the rich and varied world around them, through whole class lessons and independent role play activities.
2. to demonstrate an awareness and sensitivity about the environment as a resource and the human relationship with it.
3. to provide a framework of information about places at local, national and global levels to support their developing geographical understanding
4. to develop a sense of place at different levels, by exploring similarities and differences.
5. to increase their understanding of the world's main physical systems and their interaction with each other.
6. to increase their understanding of location and distribution patterns in physical and human processes.
7. to develop an understanding of the physical and human processes that causes change in the environment and in the way people live.
8. to increase their awareness of the diversity of human society, developing an awareness and sensitivity to cultural, social and political issues.
9. to gain first-hand experience through fieldwork both inside and outside of the school environment.
10. to develop enquiry, recording and presenting skills and mapping techniques.

Principles of the teaching and learning of geography

Geography is important because it provides a framework within which children develop an awareness of the many facets of their planet. They will be helped to acquire enquiring minds and the necessary skills to carry out studies of their world today.

In doing so, they will learn to value the worth and develop their understanding of people of differing race, culture, traditions and ways of life. The diversity and wonders of the Earth will be appreciated, as will the need to care about and for the planet. Geography is not a subject in isolation; it has reference to most other disciplines.



Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “Key Stages 1 & 2 of the National Curriculum” (Department of Education- updated September 2013).

Strategies for the Teaching of Geography

In the Foundation Stage Geography is taught under the heading “Understanding the World” (UW). This Area of Learning has three sub-areas: Technology, People and Communities and The World. Subjects studied with clear geographical links include The Farm (town and country comparisons), Explorers (travel and countries of the world), Under the Sea (bodies of water) and Minibeasts (in school field work).

The Geography curriculum is organised into units where children will practice skills and undertake geographical enquiry. The National Curriculum stresses the importance of the following areas to develop in Key Stages 1 and 2 and beyond:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Each year group will study one long unit and one short unit each year. Long units are designed to last one term and short units, one half term. Geography and History units should be studied alternately throughout the school in Key Stages 1 and 2.

In Geography the children will be involved in individual, paired and group work predominately of mixed ability. Opportunities for class/learning partner discussion is important for children to express ideas, challenge and clarify thinking and extend and cement knowledge.

There is no specialist teaching in Geography, it is taught by class teachers.

Subject lead moderation time, review of planning and assessment and termly observations of Geography lessons will help support teachers in planning and implementing effective lessons all children can access and enjoy.

Homework may be used to support Geography through tasks such as: Research, projects and trying techniques learnt in Geography for themselves. In EYFS a class toy is sent home to a different child to spend the weekend with a new family and in a new environment.

The emphasis in our teaching of Geography is on first-hand experience and we encourage children increasingly to take control of their own learning. The Curriculum stresses the importance of Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. To ensure skills are developed in these areas:

- investigation, research and field work is common.
- Provision of a variety of resources is necessary – including maps, atlases, globes, compasses, IT programs and instruments to record environmental conditions.
- research using the library and IT facilities is encouraged.
- IT facilities are also used for digital mapping.
- Cross curricular links are made where possible: for example with Mathematics, History, Computing, Science and Modern Foreign Languages.
- Individual year groups and the school community as a whole celebrate and extend knowledge of geography through our Busenya link, international days and Challenge and Celebration activities.



- efforts are made to take children:
 - around the school environment;
 - into the local area;
 - on organised day trips; and
 - on organised residential field trips where this is appropriate.

Fieldwork

As fieldwork is an integral part of the National Curriculum in Geography, careful planning is needed to gain maximum benefit. Field work can take place within the school grounds and within close proximity to the school.

Health and Safety guidelines should be followed in accordance with school trips policy and local authority recommendations. Risk assessments should be filled out and given to the EVCo and Governors to read and sign.

Residential courses have been introduced into KS2. These will vary year to year according to curriculum needs.

A sample outline of such courses follows:-

Year 4 two-night stay in York.

Year 5 four-night stay in Swanage, at site owned by the Young Peoples Trust for the Environment and Conservation.

Year 6 four-night stay in France

Excellence in geography is celebrated through:

- performance in school assemblies to celebrate culture, environments and traditions across the world;
- wall displays in classrooms and hall ways;
- Class celebration and challenge days;
- International days (whole school, or in year groups);
- Strong links to other subject areas;
- Link with school in Busenya, Uganda.

Strategies for Ensuring Progress and Continuity

Planning in Geography is a process in which all teachers are involved, wherein

- Schemes of work for Geography are developed by the Subject Leader in collaboration and communicated with the whole staff. Close reference is made to programmes of study to ensure they meet the requirements of the National Curriculum.
- As necessary, staff meetings and workshops are arranged to discuss the Geography curriculum and ensure consistency of approach and of standards.
- Work plans, including detailed lesson plans, are drawn up by individual teachers for each half term/term and monitored by the headteacher and subject leader.
- Lessons, work samples and planning are observed and moderated on a termly basis to ensure the planning, lesson implementation and assessment is effective.
- All teachers have obtained a copy of the school marking and feedback policies and attended workshops on AfL (Assessment for Learning), thus promoting quality feedback and communication between teachers and students.



The role of the Geography Leader is to:

- Take the lead in policy development and the production of schemes of work to ensure progression, continuity and enjoyment in Geography throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record-keeping activities.
- Monitor progress in Geography and advise the Headteacher and colleagues on any action needed and areas for development.
- Be responsible for the purchase, provision and organisation of central resources for Geography.
- Attend Geography network meetings and conduct own research to keep up-to-date with development in Geography education and circulate information to colleagues as appropriate.

Feedback to pupils about their own progress in geography is achieved through the marking of work. Marking is completed in accordance with the School Marking Policy. Teachers are encouraged to employ Assessment for Learning strategies which enable children to receive varied, regular and relevant feedback on work produced and next steps.

Self-evaluation is used to help children reflect upon and communicate their own level of understanding and progress. Peer evaluation is used to promote valuable feedback between students so they learn from and support each other. It also provides the opportunity to talk, discuss, explain, challenge and clarify their ideas, research and findings.

Formative assessment is used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in different aspects of the subject, determining what the child has learned and what therefore should be the next stage in his/her learning.

Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Question and answer sessions in class.
- Small group discussions, perhaps in the context of a practical task.
- Short tests in which the teacher gives questions orally and pupils write answers.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Observation (written and photographed) in role play and independent activities.
- Teachers will assess children in Geography each term and record this using O-track. This information is available for class teachers and senior leadership members to access and the information is passed on verbally, electronically and in printed form to the children's next class teacher.

Strategies for Recording and Reporting

Reporting to parents is carried out on a termly basis through interviews and annually through a written report. O-Track is used to record and track students' progress and attainment and is completed on a termly basis. Children making exceptional progress or children at risk of delay are clearly identifiable using this system. Reporting in Geography will focus on each child's:

- ability to undertake a geographical enquiry;
- acquisition of skills;
- knowledge and understanding; and
- Approach to Geographical tasks

Strategies for the use of resources

Most resources are stored in individual classrooms and are relevant to that particular year group. Some resources are stored in the Subject Leader's classroom and some in the designated storage



unit. Where applicable, some useful cross-curricula resources can also be located in the Science and Mathematics cupboards. Information Technology including computer programs and the internet are major resources which is used in Geography for:

- mapwork (Ordnance and digital mapping);
- research – e.g. using encyclopedias on CD Rom;
- desk top publishing of printed materials; and
- aerial images.

The library is used in Geography for reference – a selection of books is available on places, physical and human process and environmental change. Resources are continually under review and updated wherever possible.

This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.