

Thorn Primary School

Geography Policy



Introduction

This policy document reflects the school's values and philosophy in relation to the teaching and learning of Geography. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the scheme of work for Geography, which sets out in detail the topic areas and what pupils in different year groups will be taught.

Intent:

At Thorn 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. Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a

locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet through sustainability. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be. We place an emphasis on the children's impact on the world through the teaching of sustainability through an enquiry process.

Aims:

The national curriculum for geography aims to ensure that all pupils:

By the end of Key Stage 2, at the age of 11, we strive for children to be able to:

- Show an interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- Have an increased 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.
- Have been provided with learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- Have a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Have made sense of their own surroundings through learning about their own locality and the interaction between people and the environment.

- Developed the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Able to apply map reading skills to globes and atlas maps and identify geographical features.
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Implementation:

Learning across the curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of geography can contribute effectively to these areas of learning.

Organisation

In order to achieve the schools aims for geography, the National Curriculum is delivered. The school has a long term plan, which ensures coverage and progression across Key Stage 1 and Key Stage 2. Each class teaches one or two units per academic year, which are adapted to the classes of children and link to other areas of the curriculum. See mapping grid for coverage of units. Geography is taught through class based work, group and individual questioning. In addition to geography lessons, other areas of the curriculum may use geographical content such as Literacy, Art and I.C.T.

Skills progression

Teachers use the skills and knowledge grids attached to ensure that skills relevant to the general needs of the pupils are taught. The skills being taught are identified on the teachers planning units.

Planning

Teacher plans are annotated and adapted to match the needs of the children. A copy of teacher's plans can be found in the teachers planning files.

Use of I.C.T

Each class has an interactive whiteboard and access to a bank of laptops. Teachers use a variety of programs and the Internet resources to enhance the teaching of geography.

Cross-curricular links

Geography contributes to the teaching of all National Curriculum subjects, especially subjects such as Literacy, Numeracy, I.C.T, Art, P.S.H.E and R.E. Teachers are actively encouraged to work in a cross-curricular and creative way, as long as the basic geographical skills are being taught.

Equal opportunities

All pupils have access to the Geography curriculum, regardless of ability, gender, race or cultural background or any physical or sensory disability. It is the responsibility of all staff to promote good practice in equal opportunities.

Special Educational Needs

In planning teachers need to make all activities accessible to all children, through differentiation and support. Regardless of children's Literacy and Numeracy levels.

In order to provide work that is appropriate to the learning experiences of individual children it is necessary for the teacher to be aware of the statements/ individual educational programmes that apply to children in the class he/ she is teaching.

Able, Gifted and Talented

At Thorn Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that it enables each child to reach their full potential. To meet the needs of individual able, gifted and talented pupils, a range strategies should be adapted that include:

- Setting
- Differentiation
- Adapting various teaching and learning styles
- Enrichment and extension opportunities

Fieldwork

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. See the whole school policy with regard to taking trips out of school and the funding policy as agreed by school governors.

Resources

A detailed list of resources and their locations is available from the Co-coordinator. Resources are constantly being evaluated and updated by the Co-ordinator.

Impact

Assessment, record keeping and reporting arrangements

Geography is assessed in line with the school's Assessment Policy:

- Teachers lesson evaluations include comments about group/ individual progress
- Teacher will identify children who are over and under achieving
- At Key Stage 2 teachers use the skills sheets to assess the children's understanding of the units taught.
- At Key Stage 1 teacher assessment activities are carried out using the skills sheets.
- In the Foundation Stage teacher assessment activities are carried out and recorded on the Foundation Stage Profile.
- Skills and knowledge sheets are collected termly to identify whole school areas of development and teachers use them to identify next steps in learning, address misconceptions and ensure full coverage of the curriculum to ensure progression.

In addition the Co-ordinator keeps a portfolio of evidence to ensure progression of skills across the school.

The Role of the Co-ordinator

- Complete subject audit
- Monitor planning
- Observe/ monitor teaching, where possible or appropriate

- Undertake book sampling
- Organise and plan resources
- Contribute to the School Development Plan through the development of a subject action plan.
- Develop appropriate documentation
- Analyse the subject assessment data
- Identify training needs
- Plan and/ or lead INSET and staff meeting where appropriate
- Provide advice
- Liase with the LEA's Advisory Service when necessary.
- Keep up to date with developments in geography and disseminate staff

Evaluation- Review- Modification

This policy document will be regularly reviewed to assess its value as a working document.