

St Scholastica's Geography Policy



ASPIRATION



INDEPENDENCE



MOTIVATION



RESILIENCE



DETERMINATION



RESPECT

2020-2021

AIMS

Geography is not taught as a stand alone subject, but as part of Topic. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in the St Scholastica's area with that in other regions in the United Kingdom and 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 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.

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.

ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

TEACHING METHODS

Geography is a subject based around enquiry. It is therefore essential to employ teaching methods that maximize the potential for pupils finding out and communicating about their world, both near and far.

However, a balance must be sought between imparting information and encouraging children to become active enquirers, as well as between class, group, paired and individual work. In addition to the use of books and worksheets, use is also made of:

- ✓ ICT including the internet
- ✓ group work
- ✓ display
- ✓ project work (based on individual or group research)
- ✓ practical work
- ✓ visits and visitors

Residential fieldwork at Kench Hill Centre in Kent is included for Upper Key Stage 2 pupils.

APPROACH TO GEOGRAPHY

Key stage 1 and 2

St Scholastica's Primary School has a cross-curricular approach to planning. This approach is thoroughly grounded in the National Curriculum Programmes of Study. Geography is a significant factor of the balanced topic planning throughout Key Stage 1 and Key Stage 2.

Early Years Foundation Stage

Geography is taught as an integral part of the topic. As Reception is part of the Early Years Foundation Stage, the geographical aspects of the children's work relates to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3-5.

Geography makes a significant contribution to the Early Learning Goal 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, or investigating what makes a "good playground".

EQUAL OPPORTUNITIES

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs. (See Equal Opportunities Policy.)

DIFFERENTIATION

Ideally, all children should be given tasks appropriate to their individual needs. No one teaching strategy will be sufficient in itself but teachers should use a variety of approaches as appropriate.

Children can be given:

- ✓ different tasks
- ✓ different resources to assist them
- ✓ differing levels of support by the teacher and other children
- ✓ open-ended tasks which allow for a range of different outcomes

The grouping of children within the classroom is also an important factor when planning for differentiation.

CROSS CURRICULAR OPPORTUNITIES

Literacy and Numeracy

The school follows the guidelines set in the school's Literacy Policy and Mathematics Policy. However, geography supports the teaching of both literacy and numeracy.

Literacy

Geography gives the children opportunities to:

- experience and write in different styles
- read for information
- develop their note-taking skills

Subject-specific vocabulary is taught and pupils are encouraged to read and spell these words correctly and to use them in appropriate contexts.

Mathematics

Geography in the school contributes to the teaching of mathematics in a variety of ways. The children:

- learn how to represent objects with maps
- study space, scale and distance
- learn how to use 4 and 6 grid references
- use graphs to explore, analyse and illustrate a variety of data

ICT in Geography

All teachers of geography encourage the use of computers and digital cameras, whenever possible.

ICT encourages use of:

- spreadsheets, databases and graphing packages to manipulate, interpret, predict and display data collected in investigations to allow capability to test hypotheses
- word processing, desktop publishing and drawing/painting packages to enhance and refine the precision of pupils' work and encourage the development and articulation of the pupils' own ideas (this allows the development of capability to communicate on a variety of levels)

- digital cameras and, where appropriate, closely supervised use of e-mail by children to assist in communicating with others
- CD ROMs, internet web sites, map views, aerial photographs
- temperature and other weather recording sensors

(Also see Computing Policy)

Spiritual, Moral, Social and Cultural Development

Geography contributes significantly to the teaching of personal, social and health education and citizenship:

1. the subject matter lends itself to raising matters of citizenship and social welfare, e.g. children study the way people recycle material and how environments are changed for better or for worse
2. the nature of the subject means that children have opportunities to take part in debates and discussions

Geography in our school promotes the concept of positive citizenship. (See Personal Social and Health and Economic Education Policy.)

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 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 throughout the programme of study. Also the development of international links with another school significantly enhances this area.

SAFETY

Safety is a priority in the classroom. Where children are to participate in activities outside the classroom, e.g. a field trip, a risk assessment is carried out prior to the activity to ensure that the activity is safe and appropriate for all pupils. Wherever possible a member of staff makes a pre-visit.

MARKING

See Marking Policy.

The child's work may:

- require a general positive comment as an encouragement
- state that a target/learning objective/learning key skill has been achieved
- state a next-step target for future improvement
- require a comment in the form of a question to develop a child's thinking

The coordinator keeps a sample record of assessment for each class. Topic books may be retained.

ASSESSMENT

Formative assessment is used during lessons and teachers utilise a variety of methods (questioning, discussion, marking, feedback, etc) in order to determine how each pupil is progressing.

Within geography, assessment can be summarised as follows:

- Assessment is planned and relates to the objectives chosen in lessons or units
- Assessment procedures are manageable
- Assessment is a regular feature of classroom practice
- A variety of approaches is used with 'fitness for purpose' the determining factor

RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the coordinator. The effective management of these resources, whilst ultimately the responsibility of the coordinator, is also the responsibility of each classroom teacher.

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 Early Years Foundation Stage and throughout Key Stage One all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. Year groups 2-5 are given opportunities go further afield to ensure that they are fully involved in practical geographical research and enquiry.

In Year 5 we offer the opportunity to take part in a residential trip where fieldwork is carried out as an integral part of the educational visit.

COORDINATORS ROLE

The Humanities Curriculum Leader is responsible for:

- monitoring the standard of the children's work in the subject
- monitoring the quality of teaching in geography
- supporting colleagues in the teaching of geography
- being informed about current developments in the subject
- providing a strategic lead and direction for the subject in the school

By order of the Governing Body of St Scholastica's Catholic Primary School.

Agreed at the Governing Body Meeting on: 01/07/2020

(Signed) _____ Date: _____

(Head teacher)

(Signed) _____ Date: _____

(Chair of Governing Body)

(Signed) _____ Date: _____