

# All Saints Upton C.E. Primary School Policy for Geography

## Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning of Geography at All Saints Upton C.E. Primary School.
- This policy was reviewed and revised in the Autumn term of 2015 after the introduction of the New National Curriculum. A schedule for the review of this, and all other policy documents, is set out in the school's Development Plan.
- It was approved by the governing body on \_\_\_\_\_

## What is Geography?

- Geography is the study of the natural and human world.

## Aims:

Our aims in teaching Geography are that all children will:

- Develop a knowledge of places and environments throughout the world;
- Encounter different societies and cultures and learn how they are interdependent;
- Learn to think about their own place in the world, their values and their rights and responsibilities to other people and the environment;
- Develop an understanding of maps.

## Principles for the Teaching and Learning of Geography

- ❖ Geography is important because:
  - it is the body of knowledge essential to our understanding of our place in the modern world;
  - the investigative and problem solving skills developed through the study of Geography have a wide application to everyday life;
  - geographical awareness facilitates responsible participation in society.

- ❖ Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in 'Geography in the National Curriculum' at Key Stages 1 and 2, where they are presented as knowledge, skills and understanding in the programmes of study under the headings:
  - Locational Knowledge
  - Place Knowledge
  - Human and Physical Geography
  - Geographical skills and field work

### **Breadth of Study:**

During Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Strategies for the Teaching of Geography**

- THE GEOGRAPHY CURRICULUM IS ORGANISED on a topic basis where:
  - Geography is delivered through themes set out in the Creative Curriculum.
  - Whilst Geography may not be taught in every theme, the balance of themes throughout the year will ensure coverage of the appropriate objectives.
  - KS1 and KS2 planning for Geography through theme is co-ordinated within phases to ensure coverage of the objectives set out in the curriculum.

A VARIETY OF MODES OF WORKING IN GEOGRAPHY are used including co-operative group work, individual work and class teaching. Within this structure:

- groups are usually of mixed ability;
- relevant discussion is encouraged;
- groups are encouraged to communicate their findings in a variety of ways.

THERE IS NO SPECIALIST TEACHING IN GEOGRAPHY, it is taught by class teachers.

CLASSROOM HELPERS ARE USED IN GEOGRAPHY to assist on outings and visits.

COMMERCIALY AVAILABLE SCHEMES OF WORK are not used in Geography.

PUPILS WITH SPECIAL NEEDS receive extra support in the classroom from the class teachers.

Such pupils include:

- pupils with language/communication difficulties who are given support with reading and writing during Geography lessons;
- pupils with particular ability and flair for Geography are given tasks to deepen their learning and understanding of the appropriate objectives for their year group.

THE EMPHASIS IN OUR TEACHING OF GEOGRAPHY is on developing a range of study skills allowing children increasingly to take control of their own learning.

Thus:

- information handling skills, including the use of a range of source materials are taught;
- resources are made readily available and accessible;
- pupils are encouraged to communicate their findings to others using a variety of methods include written or verbal reports and use of graphs or pictures.

GEOGRAPHY IS CELEBRATED in display and presentation including:

- displays in the classroom and around the school as part of the theme
- sharing assemblies.

### **Strategies for Ensuring Progress and Continuity:**

PLANNING IN GEOGRAPHY is a process in which all teachers are involved, wherein;

- the foundation for curricular planning is the School Development Plan, developed through a process of collaboration between staff, and approved by governors;
- a cycle of theme plans for the year is drawn up by the Senior Leadership Team and is carefully balanced to ensure full coverage of the New National Curriculum 2015;
- work plans are drawn up by individual teachers for each theme. These are monitored by the Head teacher or Deputy Head teacher.

FEEDBACK TO PUPILS about their own progress in Geography is achieved through the marking of work.

Effective marking:

- aims to help children learn, not to find fault, and comments are positive and constructive;

Marking is in line with the current marking policy.

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in each aspect of the subject, determining what each 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:

- 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.

## **Strategies for Recording and Reporting**

Achievement in Geography is reported to parents in the end of year reports which indicate whether a child is at the expected level for their age.

### **Strategies for the Use of Resources:**

RESOURCES IN GEOGRAPHY include:

- maps and globes;
- atlases;
- reference books
- various other materials relevant to the scheme of work for that class.

Some resources are in classrooms whilst others are in the central library. Geographical field trips are used as a resource to support learning.

INFORMATION TECHNOLOGY is a resource which is used in Geography for:

- communicating information (word processing and graphics/drawing packages);
- handling information (databases - notably census data or parish records);
- modelling (simulations - of archaeological and historical investigations).

THERE ARE NO SPECIFIC HEALTH AND SAFETY ISSUES IN GEOGRAPHY but safe working practices are followed at all times and in all subjects.

### **Equalities Act**

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.