



St Anne's Catholic Primary School

Geography Policy

Agreed by staff:

Agreed by governor committee:

Ratified by full governing body:

Date for review: May 2018

1. INTRODUCTION

The study of Geography 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.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. It should help them develop an informed concern about the quality of the environment and to enhance their sense of responsibility for the care of the earth and its people.

2. AIMS IN TEACHING GEOGRAPHY

To 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. To 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.

To become 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.

3. THE APPROACH TO TEACHING GEOGRAPHY

All Geography is taught through Topic Based Learning. Topics are based on the topic map and can be adapted by the class teacher in consultation with the Humanities co-ordinator. This ensures continuity and progression in developing knowledge, skills and understanding through Key Stages 1 and 2.

In 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.

In 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.

4. Teaching Methods

We deliver the Geography Curriculum through Topic Based Learning.

Where appropriate, topics are taught using an enquiry/hypothesis based approach.

We recognise the importance of fieldwork in geography and, where appropriate, aim to base geographical studies on first hand experiences through class visits. This includes using maps of various scales, globes, atlases, aerial photographs, satellite images, photographs, videos, DVDs and other sources of information.

We revise our work on contrasting localities and we build up comprehensive resource packages.

Children are given the opportunity to develop and apply their ICT capability in the context of their study of Geography including, for example, data handling.

5. PLANNING

Work is planned following the geography topic map and is differentiated accordingly for both the more able and less able children. Geography will be planned and taught through Topic Based Learning and the children's work will be in their topic book. The teacher should carefully refer to their key stage Geography subject content in the national curriculum when planning. The teaching of Geography in Early years should be based on the EYFS framework (understanding of the world) ensuring that the learning environment/ lessons/ activities are relevant to the children's lives.

6. ASSESSMENT

By the end of each Key Stage pupils should know, apply and understand the matters, skills and processes indicated in the relevant programme of study.

7. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITY

Every child at St. Anne's takes a full and active part in Geography lessons. The Scheme of Work and lesson plans are modified accordingly to give all pupils relevant and appropriately challenging work at each Key Stage. Staff teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities. For pupils with learning difficulties or who have English as an additional language, materials and resources are used that focus on the senses, e.g. video or film, artefacts, role play, music, food made from around the world, computing and site visits.

8. CO-ORDINATOR'S ROLE

To revise, in consultation with all staff, the Geography Policy and coverage of the curriculum at Key Stages 1 and 2.

To consult annually with teachers on any revisions required to the Geography Topic map, Assessment or Record Keeping procedures.

To ensure each class teacher has a copy of the Geography Policy, Geography topic map and Assessment Tasks.

To be aware of new resources available and to order resources required, depending on budget restraints.

To remain up to date and to brief staff on the latest ideas and documentation regarding the teaching of Geography.

To undertake the necessary reading and INSET appropriate for a Geography Co-ordinator.

To prepare and lead staff meetings on Geography and review with staff annually the teaching of geography at St. Anne's.

To support staff in their teaching of Geography and to organise appropriate training when required.

To maintain and collect samples annually for the Geography portfolio of children's work at St. Anne's.

To monitor the teaching of Geography through the reading of half-termly plans and lesson observations on a two-yearly cycle, for each year group.

Related policies

- Assessment;
- Classroom organisation and management;
- Educational visits;
- Homework;
- Marking and Feedback;
- More Able, Gifted and Talented;
- Presentation;
- Principles of learning;
- SEND;
- Teaching and Learning