

# Geography Policy

Date agreed by Governors: \_\_\_\_\_

Review date: \_\_\_\_\_

Governor signature: \_\_\_\_\_

Date of next Review: June 2017

## General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

## Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

## School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



## **Expectations and Standards**

Geography is an important area of children's learning as it helps them relate to the world they live in, both on a local and a global scale. It is expected that children are given the opportunities to study and discuss places and environments so that they can make sense of the world around them.

## **Aims and Objectives**

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. 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.

### **Aims:**

- 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

## **Assessment, Feedback and Marking**

It is expected that work will be assessed in keeping with the school's assessment policy. We assess the children's work in geography by making informal judgements as we observe the children during lessons.

Work will be differentiated by ability and once children have completed a piece of work it will be marked according to the school marking policy. Where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. After receiving feedback in their books, children should have the opportunity to respond to it and 'polish/re-draft' their work if appropriate at the beginning of the next lesson.

## **Resources**

We have sufficient resources in our school to be able to teach all the geography units in the 2014 National Curriculum. We keep a set of atlases for both key stages. In the library we have a good supply of geography topic books to support the children's individual research. Teaching staff will be able to request new resources required throughout the year through the school's Subject Coordinator.



## **Planning, Progression and Continuity**

Planning will follow the National Curriculum 2014, which is divided in to 4 sections

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

For each of these sections, there are separate objectives for KS1 and KS2. Teaching staff from each Key Stage have discussed which of these objectives are most appropriate for each year group and these have been divided up. By dividing these in to year groups, full coverage of the curriculum is ensured. Teachers can refer to their yearly objectives by looking in the admin curric folder (admincurric / 1 SUBJECT COORDINATORS / Geography – Sophie Philp / Geography curriculum cards)

Our curriculum planning is based on a long-term topic overview, medium-term plans and weekly planning. Our long-term overview maps the geography topics studied in each term during each key stage. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently.

Each class teacher creates a plan for each lesson in their weekly lesson plans. These plans list specific learning objectives. The class teacher keeps these plans. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

## **Inclusion**

At St Michael's Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Personalised Learning Plans (PLPs).

## **Role of Subject Leader**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The team responsible for geography gives the Headteacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## **Role of Teacher**

Teachers are responsible for the learning and progress in geography for all the children in their class, as well as planning and resourcing appropriately differentiated learning opportunities.

