

Halsall St Cuthbert's C.E. Primary School



Geography Policy

Document Purpose

This policy document aims to reflect the philosophy of our school in relation to how Geography is both taught and learnt. It provides a framework through which all staff can approach Geography and gives guidance in areas such as curriculum content, planning and assessment.

This policy is intended to be used in conjunction with the QCA scheme of work. This identifies which areas of the curriculum are covered by each class and to what extent. It is intended that this policy and the QCA scheme of work will form the basis for the teaching of Geography. The scheme covers:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development.

Aims - Foundation Stage

At the foundation stage children will:

- Show curiosity and interest by exploring their surroundings.
- Investigate places by identifying key features and stating likes and dislikes.

Aims – Key Stage 1

At Key Stage One, Geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children will:

- Investigate and learn about the physical and human features of their own environment.
- Appreciate how their locality is similar to and different from other places.
- Focus on geographical questions like, what is it? Where is it? What is it like? How did it get like this?
- Develop and use geographical enquiry skills, including field work skills, geographical terms, making and using maps, and using photographs.

Aims – Key Stage 2

At Key Stage Two, Geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and in appreciation of how places relate to each other and the wider world.

Children will:

- Study places and themes at different scales, from local to national, in the United Kingdom and overseas.
- Investigate how people and places are linked and how they relate to the wider world.
- Study how and why physical and human features are arranged as they are in a place or environment
- Investigate how people are influenced by and affect environments.
- Focus on geographical questions like What is it like? How did it get like this? How and why is it changing?
- Develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs.

Curriculum and School Organisation

Our curriculum covers the areas set by the national curriculum. The geography curriculum will be planned to ensure suitable progression through the programme of study devised for each class. We will endeavour to achieve a wide coverage of the national curriculum programmes of study as children move through the school. Detailed planning of Geography work will take place on a half termly and weekly basis by the class teacher and will be seen in medium and short term plans. Detailed curriculum content and progression can be found in the school scheme of work for Geography and in individual teacher files. The Geography co-ordinator will evaluate the Geography curriculum annually and draw up a development plan based upon findings. The development of the Geography curriculum will involve all members of staff.

Education for Sustainable Development

We recognise that Geography plays a significant part in promoting education for sustainable development through:-

- Developing pupils' knowledge and understanding of the concepts of sustainable development, such as interdependence, quality of life, global development, resource use, and diversity and the skills to act upon this understanding.

- Developing pupils' skills of critical enquiry and an ability to handle and interpret information.

Learning across the Curriculum

Geography can make an important contribution and offer a stimulating context for the development of pupils' literacy and numeracy skills. In history and RE, Geographical knowledge is essential in order to place events and themes in context. The enquiry approach is common to the Humanities subjects. At School we promote learning in the following areas of the curriculum through geography, as recommended in the Geography National Curriculum (2000), pages 8 & 9:-

- Key skills: including communication; application of number; IT; working with others; improving own learning and performance; problem solving.
- Education for Sustainable Development;
- Pupils' spiritual, moral, social and cultural development;
- Citizenship;
- Thinking skills, particularly geographical enquiry and helping pupils to evaluate information and reflect on their own work.

The geography National Curriculum handbook (p.8) provides a range of examples of ways in which geography promotes these aspects. At Halsall St Cuthbert's we seek to develop learning across the curriculum through geography wherever opportunities arise.

Use of Information Communication Technology

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. They will use CD-ROMS and the Internet selectively to find information, e-mail to communicate with people in other places and databases/spreadsheets to handle and present information. Geography-specific IT skills will also be developed. The Geography co-ordinator maintains a list of ICT resources for geography

Time Allocation

Each class will complete 3 units of Geography work per year, lasting 6 weeks each.

Assessment and Record Keeping

Assessment of each of the QCA schemes of work will take place half termly. See teacher's assessment files.

Display of Pupils' Work

Lively display of work done in Geography covering all abilities and ages will communicate learning processes and celebrate achievement. Work can be seen in school and on the school's website.

Resources

The schools curriculum for Geography is implemented by individual class teachers under the guidance of the Geography Co-ordinator using the resources available. Resources are stored centrally in the middle resource area.

Equal Opportunities

At Halsall St Cuthbert's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Version 3

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