



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

November 2017

Geography policy

‘Learning, Growing and achieving together’

Mission Statement

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for life long learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy

ensuring that everyone successfully achieves their full potential.

We aim to be a school where:

- **Everyone** achieves their full potential.

- Teaching and learning is personalised, creative, challenging and fun
- Children are inspired and supported to develop interests and skills both in and outside school
- Positive links with the local community create strong partnerships
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school
- Children can contribute positively to a changing society
- Everyone in school feels safe, supported, valued and happy
- Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically
- We are leaders in best educational practice

Geography purpose of study

In our curriculum geography will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for geography which are set out in the National Curriculum.

AIMS

1. To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.
2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them
4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
5. To enable children to understand how the Earth's features are shaped, and change over time.
6. To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time
7. To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
8. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
9. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

STRATEGIES

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places
2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
3. Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' with knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
4. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.
5. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
6. Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.
7. Assessment will be based on key skills and essential knowledge and understanding within the Geography NC programme of study. A portfolio of work from Y1 to Y6 will built up to show examples of the range of work done and evidence of progression.

OUTCOMES

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils. This policy should read in conjunction with other key policies including, keeping children safe, school visits, citizenship, cultural diversity, race and equality, gender and SEND.

Geography at St Peters

Geography is found in all our year groups. Each class within the year group will follow the topics as outlined in the 2 year rolling programme. The teaching teams will plan and incorporate the geography skills into the class creative curriculum topic with the help of guidelines from the Geography Subject Leader.

KS1 geography covered in topics

Year A	Year B
Pirates	Superheroes
The circus	Paws claws and whiskers
Fire! Fire!	The Aliens have landed

LKS2

Year A	Year B
Potions	Tribal Tales
Egyptians	Road trip USA
The rainforest	Settlers and Invaders

UKS2

Year A	Year B
WW2	Crime and punishment
Space	South America

Assessment Organisation

Reporting to parents will occur at each parents evening and at the end of each school year as part of the Annual Report. Through assessing pupil's books, class teachers will comment on pupils' work, communicating achievements and progress in as positive and constructive way as possible.

Prior learning should be assessed at the start of each unit of work. This can be done through a spider diagram or concept map. At the end of the unit of work, pupils can return to this initial diagram and add in learnt concepts in a different colour.

Monitoring

It is the responsibility of the Geography Subject Leader to monitor the work being carried out in each year group.

This will occur by:

- a) Checking the medium term plans of each year group
- b) Sampling books on a regular basis
- c) Looking at work on display
- d) Meeting with teachers to discuss the outcome of monitoring
- e) Talking to children about their work
- f) Observing lessons and offering advice and support (when necessary or sought)

Teaching and Learning

The principles for teaching and learning are laid out in the Teaching and Learning Policy Document.

The following points are more specifically linked to Geography.

Work is carried out as a class, in small groups or individually. Pupils' work is completed in their topic book. A more creative approach to work will develop throughout the year groups as our new topics and 2 year rolling programme has now come into place.

Geographical enquiry should form a large part of the pupil's geographical experience at St Peters. Children learn best when they experience something at first hand so we shall seek to develop their skills to enable them to carry out geographical investigations. They will begin with their homes and familiar surroundings, enlarging the areas of study to global ones as they progress through the school.

Fieldwork is an essential element in the teaching and learning of Geography.

Each year team should ask the following questions before taking children outside the classroom:

1. What do we hope to achieve?
2. Will the children gain anything by taking them outside the classroom?
3. Have we planned everything thoroughly?

When fieldwork has been completed, then an evaluation of it should be made. A decision should be made about the success of the activity, and if it is to be repeated in the future, whether any improvements need to be made.

Places should be investigated by using the following Key Questions:

- Where is this place?
- What is this place like?
- Why is it like this?
- How is it changing?
- How is it connected to other places?
- How is it similar to/different from my own home village/town/settlement?
- What is it like to live in this place?
- What would it feel like to be in this place?

ICT and Geography

There are many opportunities to further the pupils' geographical and I.C.T. skills and increase geographical knowledge with the use of I.C.T.

Wherever possible, pupils will be given the opportunity to use computers to aid their geographical studies.

These will be to:

- a) Word process information
- b) Use spread sheets and databases to store, process and retrieve information that pupils have gained during an investigation.
- c) Use the internet to search for information.
- d) Use Espresso in order to look at current events in Geography – helping to relate their learning to real life situations.
- e) Use Google Earth and Google Maps to look at photographic, up to date images of the World around them.

Progression

Pupils will increase their knowledge and skills as they progress through the year groups and key stages. This will be brought about by planning and careful monitoring of the work that the children do so that they do not become bored by repetition. Teachers will complete a curriculum grid that will highlight key skills and levels taught to ensure coverage and progression.

Differentiation

Differentiation in Geography will follow the basic principles outlined in the School's Teaching and Learning Policy.

Differentiation may be achieved by:

- a) Task – the nature of the open-ended questions the children will be expected to address, or the tasks themselves.
- b) Support given by the teacher or other members of staff.

Special Needs

Geography teaching will follow the guidance outlined in the Special Educational Needs Policy and the Teaching and Learning Policy.

Pupils who may experience difficulties will:

1. Receive support to access texts.
2. Be given help in tasks which require extended writing to communicate their detailed ideas.
3. Use a variety of means to access sources of information when undertaking historical enquiry.

It is the responsibility of the class teacher to provide work at a suitable level and to give extra input by way of oral and written guidance. Teachers will expect outcomes to differ according to ability.

Higher achieving pupils are encouraged to extend their knowledge and skills. These include interpreting the reasons for and the results of geographical enquiry, selecting, combining and evaluating information from a variety of sources and organising this information to produce structured work. These methods should be adopted for higher achieving and gifted and talented pupils.

Equal Opportunities

All pupils will be given access to the Geography programme of study, with no distinction being made on the basis of gender or ethnicity.

Review Date:

Signed:

Date: