



St Pius Xth RC Primary School

Geography Policy

1 Aims and objectives

1.1 At St Pius Xth R.C. Primary School we are committed to providing a high-quality Geography education that inspires 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 provides the tools and approaches that explain how the earth's features at different scales are shaped, interconnected and change over time. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

1.2 The aims of geography are:

- To develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics;
- 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 develop competence 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;
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- To communicate geographical information in a variety of ways, including through maps and writing at length.

1.3 Objectives

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.

- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop and become competent in the skill and techniques which are required to undertake geographical investigations e.g.
 - ✓ First hand observation and measurement
 - ✓ Recording observed data by the use of maps, talk, writing, photographs, drawing, sketches and diagrams
 - ✓ Map making and reading
 - ✓ Interpreting photographs
 - ✓ Experimenting
 - ✓ Study skills

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

2.2 We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3 Geography curriculum planning

3.1 This is arranged by Key Stage and delivered by the class teacher. Planning is based upon the National Curriculum 2014. We aim, at every stage in the educational development children should have opportunities to:

- Complete fieldwork
- Develop map skills
- Develop Location and Place Knowledge
- Human & Physical Geography

- 3.2 Each class teacher creates a lesson plan for each Geography session. These lesson plans list specific learning objectives. The class teacher keeps these plans in a planning file, and often discusses them with the Geography subject leader on an informal basis.
- 3.3 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.

4 Early Years Foundation Stage

- 4.1 We teach Geography in Nursery and Reception classes as an integral part of the 'Understanding of the World' area of learning, covered during the year. As the Nursery and Reception classes are part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Years Foundation Stage curriculum, which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, geography based stories and singing songs from around the world.

5 Key Stage One

- 5.1 During Key Stage One, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

6 Key Stage Two

- 6.1 During Key Stage Two, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT.
Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

7 Teaching Geography to children with Special Educational Needs

- 7.1 At St Pius Xth RC Primary School we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum 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 SEN Support Plans.

8 Assessment and recording

- 8.1 At St Pius Xth R.C. Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy.
- 8.2 The use of floor books has been introduced to monitor progression throughout the school. These keep samples of the children's work and photographic evidence of varied activities as well as showing fieldwork and school visits.

9 Resources

- 9.1 We have sufficient resources in our school to be able to teach Geography; we have a wide range of textbooks, atlases and interactive boards to access the internet as a class. The school subscribes to Digi map, which is an excellent on-line mapping resource. Visits are planned to enhance learning and provide practical experiences. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours, or representatives of the local community. Any resourcing issues are highlighted during the year when monitoring takes place and replenished and added to, where appropriate.

10 Fieldwork

- 10.1 Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- 10.2 At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

11 Monitoring and review

- 11.1 The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Geography subject leader gives the head teacher an annual audit in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Review Date: ?