



ST ANDREW'S CE PRIMARY SCHOOL

GEOGRAPHY POLICY

(ref: Teaching and Learning Policy)

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

Geography

Geography matters more now than ever.

- Provide children the opportunity to explore human geography. They need to understand the relationships that exist between cultures.
- Provide opportunities for children to reflect and to explore the similarities, what we have in common with people around the globe.
- Celebrate what is unique and special about people everywhere.

The Aims of Geography Teaching

Geography teaches an understanding of places and environment. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of Geography in St. Andrew's CE Primary School are:

- To enable children to gain knowledge and understanding of places in the world.
- To increase children's knowledge of other cultures and in so doing, teach a respect and understanding of what it means to be a citizen in a multi-cultural country
- To allow children to learn graphic skills, including how to use, draw and interpret maps.
- To enable children to know and understand environmental issues at local, national and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what global citizenship means.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Curriculum Rationale

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

Intent of St Andrew's Curriculum

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 29 Develop every child's personality, talents and abilities to the full.

- Engage children in memorable learning experiences which encourage and support them on their journey to realise their full potential.
- Establish a sense of belonging to the school and community with an ability to respect the rights of, and be inclusive of, others.

Implementation of Geography Curriculum

- Learning about the connections between their own lives and the lives of others.
- Fostering a sense of responsibility for the environment and for the sustainable use of resources
- Exploring and challenging stereotypes of people and places.
- Experiencing different regions through visitors and the use of IT and high quality resources

Impact of Geography Curriculum

- Children are able to develop an understanding of their own and each other's rights
- Children develop awareness of the wider world.
- Children are able to develop a positive sense of their own identity and learn to respect the identities of others.

Planning

At St. Andrew's School we teach the knowledge, skills and understanding as set out in the National Curriculum 2014. We make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

As far as possible, teaching staff at St. Andrew's CE Primary School plan for a creative curriculum, linking themes and curriculum subjects together over each term. (ref. year group topic webs)

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The long-term plan maps the Geography topics studied in each term during each key stage. The children may study Geography topics in conjunction with other subjects. In Key Stage 2 increasing emphasis is placed upon independent geographical study. The medium-term plans give

details of each unit of work for each term. The Geography Leader keeps and regularly reviews 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 increasing challenge as they progress through the school.

The Early Years Foundation Stage

In EYFS Geography is taught as an integral part of the topic work covered during the year. We relate the Geography aspect of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography is an element of the specific learning area 'Understanding of the World'. Through exploration of the local environment and a range of visual aids, children are encouraged to look closely at similarities and differences between places. They talk about the features of their own environment and make observations about changes.

Equal Opportunities and Inclusion

At St. Andrew's CE Primary School we teach Geography to all children, whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Pupil Profiles.

(ref: Equal Opportunities, SEN policy)

Assessment, Recording and Reporting

At St Andrew's CE 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 that 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 Policy. Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments (Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Resources

There are resources available in school to support the teaching of all units that are covered across the key stages. KS1 keep resources specific to their units in their year groups. KS2 resources are kept in a central store, boxed and labelled for each unit. The library contains a supply of fiction and non-fiction books and there is a developing range of software to support children's individual research. The school works together with the local library to source a variety of books and resources to support children's learning. We have a range of text books, such as atlases, large floor maps of the local area and interactive boards to access the internet as a class.

Health, Safety and Wellbeing

Health, Safety and Wellbeing is paramount and a continuous strand of the curriculum. Teachers must be familiar with the current health and safety regulations and carry out risk assessments as and when appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular investigative activities or class/school trips. Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

There are two EVC (Educational Visits Co-ordinators) trained teachers in school.

(ref: Health and Safety Policy)

Monitoring and review

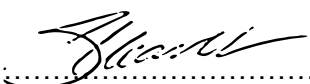
The Geography Leader shares the responsibility with the Assistant Headteacher (Teaching and Learning) and the Headteacher for monitoring standards of children's work and of the quality of teaching and learning in Geography. The work of the Geography Leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Leader meets the link governor three times annually to discuss the development of Geography in school.

Extra-curricular activities

During the school year a range of trips, events and activities is organised to enhance the whole curriculum e.g. residential visits for Year 5 and Year 6, whole school themed term with the focus on a specific continent, themed weeks such as Fairtrade Fortnight and visitors from the locality with different cultural origins.

Date: July 2022

Review date: July 2024

Signed:  (Chair of Governors)