St. John's C. of E.

Blackpool's First Free School 1817

Geography Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Last updated: September 2024 Next review due: September 2027

Introduction

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other.

Geography encourages pupils to think about their own place in the world, their values and responsibilities to other people, thus supporting the school mission statement:

"Everyone matters in God's world."

which reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision: 'In everything, do to others what you would have them do to you.' Matthew 7:12

This policy identifies how the statutory requirements of the National Curriculum for Geography and Foundation Stage Early Learning Goals are met.

Our school policy sets out a framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LEA adviser/inspectors. Copies are available for all teachers and teaching support staff via the Google Drive and available upon request to any Governor, supply or trainee teachers and parents. A hard copy is kept in the Policy file in the main school office.

This policy links to and is informed by other school policies, including Behaviour, Equality, SEN, Marking & Feedback and of course English, Maths, ICT and other curriculum policies through which aspects of the Geography curriculum may be taught.

Aims

At St John's C.E. Primary School we believe that every child should have an equal opportunity to explore their heritage and environment, and it is within this context that our school Geography policy has been written.

Above all, geography is exciting, challenging and interesting and should seek to involve the intellectual and imaginative processes of the learner.

Therefore, the aims of Geography at St. John's School are to: -

- Provide a stimulating curriculum, which will arouse and sustain interest in the subject, whilst covering the content determined by the National Curriculum programmes of study and Foundation Stage early learning goals.
- To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

- To 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.
- To deepen children's understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To acquire geographical knowledge, understanding and skills
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
  (Taken from New Primary Geography Curriculum document)

Objectives of the curriculum

Children will be taught a range of knowledge and skills. Work in Geography is divided into Key Stages and organised into levels of increasing challenge. In order to achieve the aims outlined previously, Geography work at St John's C.E. Primary School is delivered through cross curricular, creative topics. Knowledge and skills are regularly revisited across year groups, deepen children's geographical knowledge and skills.

Foundation Stage

Geography is delivered to Reception pupils within the 'Understanding the World' Area of Learning and Development, through a mix of topic based approach and child initiated learning.

Key Stage 1 and Key Stage 2

Geography is delivered through cross curricular topics. Two topics in each year group will have geography as the main curriculum focus. Occasionally geography may be taught discretely.

See attached curriculum map showing coverage in key stage 1 and key stage 2

Planning

At St. John's School we have developed a clear procedure for planning across the curriculum. For Geography in particular there is: -

- Long term plan – drawn up by the co-ordinator which shows the topics covered by each class during the academic year.
- Medium Term Plan – these are drawn up by the co-ordinator and give details of each unit of work broken down into a sequence of lessons. The medium term plans ensure continuity, progression and the opportunity to revisit knowledge and skills.
- Short Term Plans – using the medium term plan, the class teacher highlights the particular activities and desired learning outcomes for each lesson, having due regard to differentiation and cross curricular links.

Plans are made available for support staff working in the classroom during the lesson as appropriate. Planning is used to set clear, achievable goals; it aims to ensure that work is well matched to pupil's abilities, experience and interest.

Implementation – Content and Approaches

A variety of teaching styles and activities is encouraged, in recognition of the different learning styles of the children, as well as their different abilities. Each class teacher takes responsibility for facilitating children's progress. They consult with the Geography co-

ordinator, the Head teacher, the SENCO, the Teaching and Learning co-ordinator or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

A variety of teaching approaches are presented to the children throughout their Geography lessons. These include:

- Teacher guided sessions where information is provided.
- Different levels of challenge so children can be responsible for their own learning
- Group work where the children discuss problems in small groups.
- Learning partners
- Class discussion lessons where members are encouraged to join in with their personal opinions.
- The use of role-play in studying contentious issues.
- The use of audio-visual aids in presenting material to the children.
- The use of fieldwork where possible so that children gain first hand experience of local and contrasting environments.
- The use of ICT to gather information, or record work.
- The use of a WOW event to start or end a topic.

Fieldwork

Fieldwork is an important ingredient in the Geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. Every year group has at least one unit where fieldwork plays an integral role.

Planning for educational visits follows the current guidelines produced for schools by the LEA.

ICT supports geographical research activities mostly using the internet. Children are also able to use ICT to present, amend and refine their work to enhance its quality. Television programmes are also utilised within Geography topics. These programmes are either pre-recorded or videos and are kept by the class teacher.

The teaching of Geography contributes effectively to a number of learning areas:

- Spiritual, moral, social and cultural development
- PSHE
- Economic and Industrial Understanding
- Citizenship
- European Awareness
- International Awareness
- Environmental Awareness

and skills:

- Communication
- Application of number
- ICT
- Working with others/co-operation
- Improving own performance
- Problem solving

Resources

A variety of resources for Geography are available through the school, the Geography Co-ordinator has an up-to-date list of these. Most are kept with class teachers in topic boxes. The requirements of the National Curriculum and the age and ability of the children in school leads to the use of the following types of resources: -

- Teachers' books, articles, posters, artefacts, maps, globes
- Fieldwork equipment e.g. compasses, rain gauges
- Books in the school library.
- ICT resources, including the internet and specific applications.
- Artefacts from other countries and cultures
- Pictures and photographs
- TV and videos, DVD's
- Human resources – adults with an expertise or interest in the subject, advisors, other visitors
- Government documents on Geography

The Geography co-ordinator has a budget for buying resources. The amount varies from year to year.

Recording and Reporting

Class teachers keep their own records and are responsible for reporting to parents. Geography is reported to parents on a bi-annual basis as part of parents' evenings and arranged meetings with staff help parents gain an understanding of both the Geography curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- To show individual pupil's performance/progress against agreed levels of attainment.
- To show which aspects of the subject have been covered

Assessment

Assessment in Geography is carried out in line with the schools agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence, teachers are able to:

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in Geography.
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including:

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.
- Considering materials produced by the pupils and discussing these with them.
- Marking children's work.

Involving children in assessing their own work helps them understand better their own strengths and needs. Pupil's self esteem can be enhanced by an increasing awareness of their own progress.

Teachers complete two different assessment records:

1. End of unit knowledge and skills assessments which list the substantive and disciplinary knowledge children should know at the end of each art and design unit. These can be used to inform future planning.
2. End of year expectations in art and design. These are passed onto the next year group.

Inclusion and the Geography Curriculum

In order to provide work that is appropriate to the learning experience of the individual children it is necessary for the teacher to be aware of the statements/IEP that apply to children in the class.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Equal Opportunities

Equal opportunities at St. John's School are carried out according to our agreed Equality Policy.

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The monitoring of the Equality policy is ultimately the responsibility of the Head teacher and the Senior Leadership Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Parental Involvement

Children always benefit if their parents are fully involved with all aspects of their child's education. Parental support for the curriculum is always welcomed and parents are encouraged to support homework related to Geography as appropriate. Parents are informed of the work being covered in Geography through the topic webs sent home and placed on the website on a half term basis. They are also welcomed into school to take part in collective worship which may link to the Geography curriculum and any other related activities that may be going on.

INSET/Training Provision

INSET and training at St. John's School is carried out on a regular basis.

Staff development needs in Geography are considered and planned for by the Geography Co-ordinator in consultation with SLT. These needs are identified through monitoring,

curriculum review, evaluation and the system of performance management. These needs are highlighted as part of the co-ordinators' subject development plan, which subsequently becomes part of the School and Staff Development Plans.

School Transfers

Completed transfer records make reference to achievements and attainment in Geography as appropriate and are forwarded to a pupils' new school upon transfer. We are currently devising a policy for non-routine admissions – an assessment of knowledge and understanding in foundation subjects, including Geography may be part of the procedures we adopt.

Resourcing and Funding

This is done by the co-ordinator in line with priorities set in the School Development Plan and budgeting considerations.

The Geography co-ordinator is responsible for maintaining and developing the geography resources and monitoring their usefulness. Resources are replaced and purchased by the Geography Co-ordinator. The purchase of resources each year is dependant on the geography budget, which changes annually depending on the degree of priority the subject is given within the SDP. The Geography Co-ordinator is also responsible for reviewing the resources and their storage annually in consultation with all staff.

The Role of the Co-ordinator

The Geography co-ordinator is responsible for

- Determining the aims of the school for the teaching of Geography throughout the school and, in consultation with the Senior Leadership Team, staff and governors, devising objectives or targets to allow the school to achieve these aims. Documenting these aims and objectives within the school policy for Geography.
- Ensuring all agreed methods of working in Geography are put into practice and that staff regularly review these methods.
- Helping devise and document Schemes of Work/key skills lists for each year group in Geography.
- Monitoring Geography in the school, ensuring that the teaching of Geography has its appropriate place in the broad and balanced curriculum of our school. This will include the monitoring of resources, procedures, teaching and planning.
- Monitoring the assessment, recording and reporting of Geography throughout the school and supporting staff in reporting to parents if necessary.
- Undertaking an annual review of the Geography curriculum in school as part of the School Development Planning process.
- Managing the budget allocation for Geography and advising staff on resources throughout the school.
- Through personal reading and attendance at courses, keeping abreast of developments and evaluate new ideas and approaches in Geography.
- Keeping staff informed of such developments.
- Submitting reports to the governing board as required.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of Geography within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Geography within the school in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried out at the end of each

lesson by the class teacher and an evaluation of the overall curriculum is carried out by the co-ordinator. As with all evaluation the Head teacher has overall responsibility for monitoring the work done.

The monitoring of the effectiveness of provision in Geography is done by the co-ordinator in a number of ways:

- Assessment of recorded work and displays.
- Classroom observation, if and when appropriate.
- Discussion with individuals or groups of children.
- Discussion with members of staff.