

St. Oswald's Catholic Primary School Geography Policy 2020/21

Written by: Mrs Knott – Geography leader

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Love Jesus, Love Learning, Love Each Other.

St. Oswald's Catholic Primary School
Geography – Intent, Implementation and Impact – 2020-21
Geography Leader – Mrs Knott

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

INTENT

When possible and appropriate we link Geography to our text based curriculum. Where Geography does not link with the text being covered, it is then taught discretely ensuring that all National Curriculum objectives are met.

Our text based curriculum gives opportunities for links between subjects as appropriate.

Aims and objectives.

Geography teaches an understanding of people, places and environments. Through their work in geography children learn about their local area and compare their life in this area with that in other places in the UK and the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. 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 our world.

The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world.
- To increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society.
- To allow children to learn graphic skills, including how to use, draw and interpret maps.
- To enable children to know and understand environmental problems at local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

IMPLEMENTATION

Teaching and learning style.

We use a variety of teaching and learning styles in our geography lessons. We offer whole class and group 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 including maps, statistics, graphs, pictures and aerial photographs. We enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and 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 the use of the internet to investigate a current issue.

We recognise that children have different geographical abilities in all classes and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We do 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 and setting 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 individuals or groups of children
- Providing different ways for children to respond e.g. in writing, picture, discussion, photograph, presentations or in role-play

Our curriculum planning in geography follows national curriculum guidelines and long term plans linked to our text based learning approach. The class teacher plans for teaching the subject through weekly questions. There is a focus on teaching the key skills of the subject and the class teacher, with the support of the subject leader ensures that the key skills are covered throughout the year.

We use the national curriculum as the basis for our planning, taking into account the national requirements for the subject. This is adapted to meet the local circumstances of our school (i.e. the use of the local area).

We use the national curriculum and Target Tracker

Foundation stage.

We teach geography in the foundation stage as an integral part of the topic work covered during the year. The geography aspects of the children's work are set to the objectives set out in the foundation stage profile. This is covered through the area of 'Understanding the world.' Children take part in activities such as planning routes around school or to the local flower garden, looking at how to improve our playground, investigating our school grounds, geography through story and role-play activities.

Geography and other subjects.

We actively promote the core subject basic skills within our geography teaching. We use geography to develop the key skills and use the key skills to develop our geography teaching and learning.

Literacy

Geography makes a significant contribution to the teaching of literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. Where appropriate our Geography teaching follows our text based curriculum and is inter connected. During our geography teaching we promote the same high standards as we would during our literacy teaching.

Numeracy.

Geography in our school contributes to the teaching of numeracy in a variety of ways. We also actively promote aspects of numeracy to enhance our geography. Children devise and interpret graphs and charts e.g. to find out how people travel to school, or to find out about traffic in our local area. They use positional language to follow and give directions. They study space, scale and distance. They learn how to work out journey times on flights around the world using formulae and knowledge of time zones.

ICT

ICT enhances our geography in a variety of ways and geography is used to develop ICT skills. Children have developed presentations and power points at both KS1 and 2 on a variety of topics such as 'Our local area'. They have used the internet in a variety of ways i.e. Google earth, or to find information on places. Children use the computer to present results and findings of their investigations. They use I-pads and laptops to investigate issues and to aid in their recording and presentation of findings.

Science

Science and geography are inter-connected through the teaching of environmental issues in particular. Developing the children's knowledge and understanding of environmental change and creating a sustainable environment are featured in both subjects and cannot be studied in isolation. Scientific studies of the local area may include looking at the geography of the area i.e. 'Why do these creatures live here?' Or 'Why are there buildings in this area?' Or an investigation of our local area may also include a study of plants and animals in the area.

Spiritual, moral, social and cultural development.

We offer the children in our school many opportunities to examine the fundamental questions in life through geography. For example their work on changing landscapes and environmental issues leads children to ask questions about the evolution of the planet. We encourage children to reflect on the impact of mankind on our world and we introduce the concept of stewardship in relation to sustainable development. Through the teaching of contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help to contribute to the children's social development by teaching them about how society works to resolve issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programmes of study.

Teaching geography to children with special needs.

At St.Oswald's we teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through geography teaching we provide learning opportunities that match the needs of each individual child including those with learning difficulties and gifted and talented children. We take into account the targets set for individual children in their individual education plans (IEP's)

Resources

Resources are continually updated to match the needs of the school. The geography subject leader is responsible for ordering and liaises regularly with class teachers to ensure there are sufficient resources to meet the needs of each topic covered. Resources are kept in a central store cupboard situated in the school hall. See resource sheet.

Fieldwork and The Outdoor Classroom.

Fieldwork is an area which continues to be a feature of the geography development plan. It is integral to good geography teaching and we include fieldwork activities as appropriate to involve children in practical geographical research and enquiry.

At KS1 pupils are given the opportunity to investigate the school grounds and the local area. At KS2 pupils are given the opportunity to study the local area and we also offer them the opportunity to take part in a residential visit to Robin Wood outdoor activity centre. Many of the out of school visits which are planned for during the day are geography based for example visits to the seaside, Haigh Hall, Southport Eco- Centre and Croxteth farm and country park are some of the visits undertaken in previous years.

All indoor and outdoor school activities comply with health and safety guidelines.

National curriculum requirements

Key stage one

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Location knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

Key stage two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Location knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

Eco- School

We actively promote environmental awareness. We participate in national strategies such as the Eco School programme and events such as Switch Off Fortnight, Outdoor Classroom day, Waste week and Fairtrade Fortnight.

Our links with CAFOD also provides opportunities to look at World issues during assemblies and class lessons. The Eco-Council meet each week and are responsible for the action plan for each term.

IMPACT

We assess pupils' work in geography by making judgements as we observe the children during lessons. Once the children have completed a piece of work, we mark and comment as necessary. Once they complete a unit of work we make a summary judgement of the work of each pupil in relation to the national curriculum and Target tracker steps and bands.

Monitoring and review.

The geography subject leader is responsible for monitoring the standard of the pupils' work and the quality of teaching in geography. The subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the SMT and annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Target tracker

Pupil progress is recorded on Target tracker at the end of each term.

The subject leader analyses this data each term, looking at whole year groups and smaller groups such as SEND and Pupil premium. A report is given to the SMT.

GEOGRAPHY FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19

INTENT:

- to use resources from the DFE and Oddizi to plan an effective catch up for all of our pupils;
- to use pre-learning activities to ensure planning is matched to where individuals are at;
- to build the confidence, resilience and competence with geography post lockdown;
- to ensure geographical language opportunities are maximised to enhance pupil confidence further;
- to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps in the long term plan;
- to ensure all of our pupils fulfil the expectations of the National Curriculum 2014.
- to use Seesaw to maintain the learning journey if the class goes into isolation or a 2nd national lockdown;
- Monitor closely the progress and development of the vulnerable groups throughout the school.

Implementation:

- Teachers will use Oddizi resources, Oak National Academy and usual online resources to support them with their teaching. These contain consistent vocabulary and strategies to support geography learning.
- Termly assessments will be monitored and updated on Target Tracker.
- Long term plans will be adapted to ensure any missed objectives are covered in future.
- CPD for staff on the effective use of Seesaw and how this can be used in the best way.

Impact:

- Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;
- The vast majority of pupils will be performing mostly within age-related expectations;
- Children will be able to talk about their geography learning experiences and will be able to articulate how their learning has moved on.
- Seesaw illustrates the confidence pupils have to recall their learning at home.
- Pupils have a wide range of geographical knowledge and understanding relevant to their age group.
- Pupils can make links between geography and other subjects.

Signed: Mrs. D.Knott

Date: 6.12.20