

Geography Subject Policy

Genesis 1:1

In the beginning, God created the heavens and the earth.



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies

GEOGRAPHY STATEMENT OF INTENT

The Geography curriculum at The Blessed Sacrament Catholic Primary School is based upon the following aspects which are explicitly explored through the teaching of Geography;

- Possibility
- Enquiry
- Emotional awareness

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at The Blessed Sacrament enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at The Blessed Sacrament and also to their further education and beyond.

TEACHING AND LEARNING IN GEOGRAPHY

At The Blessed Sacrament Catholic Primary School we use a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We believe children learn best when:

- They go on field trips and other places of interest
- They have access to secondary sources such as books, maps and photographs
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively to ask as well as answer geographical questions.

GEOGRAPHY IN EYFS

Geography is taught in The Foundation Stage as an integral part of the topic work through child-initiated and adult led activities. Geography makes a significant contribution to the Early Learning Goal objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

GEOGRAPHY IN KEY STAGE ONE

During Key Stage 1, 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.

GEOGRAPHY IN KEY STAGE TWO

During Key Stage 2, 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 maximized.

PLANNING FOR GEOGRAPHY

As a staff team we have developed a curriculum which meets the needs of our pupils. We follow the National Curriculum requirements to ensure coverage of all key areas of learning throughout Key Stage One and Key Stage Two. We use these as the basis for our half termly overview which is broken down further within our medium term planning. The class teacher keeps these plans in their planning file. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan for progression in each year group, so that the children are increasingly challenged as they move through the school.

ASSESSMENT IN GEOGRAPHY

At The Blessed Sacrament Catholic 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 that progress is being made. After each unit has been taught teachers complete an assessment document, which allows class teachers and subject leaders to track standards within Geography and to direct any CPD and support where appropriate.

RESOURCES

We have a range of books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. 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.

PROFESSIONAL DEVELOPMENT AND TRAINING

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

HEALTH AND SAFETY

When planning fieldwork, teachers must complete a risk assessment prior to the trip. Teachers should refer to the school's Health and Safety Policy.

ROLES AND RESPONSIBILITIES

The Geography subject leader will be responsible for:

- Feedback to the governors on monitoring undertaken by the subject co-ordinator.
- Reviewing and updating the Geography policy.
- Monitoring the teaching and learning of geography on a regular basis.
- Purchasing geography resources.
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective geography teaching activities in their short and medium term planning.
- Assessment and levelling of pupils in accordance with school assessment policy.
- Informing the Geography Subject Leader of any resources required for their particular class.

The Head Teacher will be responsible for:

- Supporting the Geography co-ordinator.
- Allocating the budget.

MONITORING AND EVALUATION

Monitoring takes place regularly through sampling children's work, and teacher planning, pupil discussions, through a book scrutiny and lesson observations. This is timetabled on the Monitoring schedule and linked to the Monitoring Policy.

INCLUSION

All children will be given access to Geography irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make good progress. We take all reasonable steps to achieve this.

SEN -We continually strive to ensure that those pupils with special educational needs are supported appropriately and have full access to the curriculum. We do this through promoting the use of visual, audible and kinaesthetic resources and learning activities.

AGT – We aim to challenge those children who are able, gifted and talented to ensure they make good progress. We strive to ensure that AGT children are given opportunities to apply geographical skills and encourage children to take risks where appropriate. For example research and present a small project on a chosen topic, challenge them to find out more than the teacher knows. Use more open ended questions are provide them with a mysterious artefact – what do you think it is? Why?

EAL - We strive to ensure all EAL have access to the Geography curriculum through the use of differentiation including: word banks, pictures, Key vocabulary cards in their home language, books in their home language and use of support staff.

Mobile – we strive to provide a rich and balanced curriculum for all mobile children. We ensure they have the same entitlement regardless of time in school.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.



Geography Policy

April 2020

The implementation of this policy will be monitored by Louise Thompson in consultation with Eleanor Notman.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____