

St. James the Great RC Primary and Nursery School



Geography Policy

Date Created: Spring 2010
Date Reviewed: Autumn 2016

Rationale

From St. James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

Introduction

We believe that Geography is a tool of learning and communication. Geography is essentially the study of our physical and human environment through the processes which shape it and the people who live in it. It is a crucial subject to help pupils understand their links with and effects on, the natural world and their links with other people in the wider world. It provides a key context in which to involve pupils with environmental sustainability and help them to grow up as responsible citizens shaping their thinking about the future.

Aims

Through our teaching of Geography we aim to:

- Stimulate the children's interest in and curiosity about their surroundings.
- Develop the children's knowledge of where places are and what they are like, including an appreciation and understanding of the lifestyle of the inhabitants.
- Develop an understanding of the patterns and physical and human processes which enable us to make sense of places
- Ensure that children have the opportunity to apply the skills and techniques to carry out geographical enquiries, which means the effective use of maps and diagrams, fieldwork and information and technology.
- Increase the children's knowledge and awareness of the world by developing a sense of their own identity and place in the world, whilst appreciating the wonder which can be inspired by both natural and built environments
- Develop an “informed concern” about environmental relationships and issues

Objectives

- Undertake studies of places and themes in localities and in different parts of the world.
- Visit a variety of places so that they may share first hand sensory experiences and language of what those places are like.
- Use a variety of up-to-date secondary sources which help them learn about the nature of a variety of other places they cannot visit.
- Collect, sort and present data in diagrams and maps so that they can recognise and explain pattern and relationships within and between places.
- Find out about physical and human geographical processes through their first hand geographical enquiries, through direct teaching and through geographical written resources which both they and the teacher have chosen.
- Undertake fieldwork using a variety of skills, instruments and techniques.
- Make, use and interpret maps and plans using a variety of scales.
- Use ICT as a tool or resource to assist in obtaining, handling, sorting and presenting evidence.
- Find out about a variety of real people's lives through meeting and talking with them and through carefully chosen case studies, using video, text and/or photographs and the internet.
- Carry out geographical studies about the nature of familiar places to which they belong and about their own role within those places.
- Investigate the ways that they are connected and linked with other places and people, and the interdependence of peoples throughout the world.
- Engage in learning activities which reinforce the development of positive values and attitudes towards other people and towards the world on which they depend.
- Have the opportunity through visits and/or the use of visual materials to be amazed at the qualities of natural and human-influenced landscapes.
- Undertake studies that focus on the way environmental, social and political issues have influenced the character of places and continue to influence the way places are changing.
- Engage in learning activities, for example role play, which explore the significance of people's beliefs, values and attitudes on the geography of the world in which they live.

- Focus on the importance of evidence when drawing conclusions about enquires or arguing a point of view about an issue.

Teaching and Learning

Differentiation/special needs

Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. All children will have access to materials and opportunities suitable to their specific needs.

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role of disability.
- We deal with such issues clearly and sensitively when they arise.

Gifted and Talented

- A greater range of resources to be used.
- Challenging tasks to extend children.
- Greater independence in working.

Planning and Assessment

Children's progress will be assessed and monitored during the year through normal teacher planning and observations. Pupil tracking in keeping with the schools agreed procedure for the foundation subjects. A record of the children's achievements and progress is made in the end of year reports under our geography section.

A broad and balanced curriculum will be achieved through the continuity and progression that following the New National Curriculum provides.

Roles and Responsibilities

Each member of staff has the responsibility for the teaching of Geography and needs to ensure that their own knowledge is continually updated.

The Geography Subject Leader will assist in this process and is responsible for geographical issues in the school:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Acting as a consultant to colleagues on resources, fieldwork possibilities and curriculum changes.
- Develop and up date a school policy in consultation with a representative group of staff.
- Keep staff informed of possible visits, exhibitions and courses.
- Resource the curriculum by renewing, updating and complementing resources where necessary.
- Managing a delegated budget. The Subject Leader is responsible for the monitoring of teaching and learning within this subject.
- The Subject Leader is responsible for keeping a levelled portfolio of children's work.
- To monitor the assessment of each year group.
- Research possible planning schemes for the teaching of humanities.

The Role of Governors

- A nominated Governor to liaise with the Subject Leader.
- To monitor the policy and provision for Geography education.

Involvement of Parents

Our school recognises parents as the first educators of their children and sees the involvement of the school as being an on going partnership with parents. Parents have access to the Geography policy and the topics to be covered at the beginning of each academic year.

Inclusion

Children with special educational needs, those that require extra support to achieve national targets and those with exceptional ability, will be identified through assessment and tracking.

Individual Educational Plans, the use of appropriate resources and Learning Support Assistants, will support children who are not achieving set targets.

Appropriate resources will be available to support the more able.

Review and Revision

The policy was drawn up in March 2003 by the Geography Manager and Geography working party. This document was informed by ;
Carter, R. (2000) Handbook of Primary Geography. Sheffield: The Geographical Association.
(2002) Invicta School geography exemplar policy.

Next review due: Autumn 2017