



Geography Policy

Introduction

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We actively promote democracy, the rule of the law, individual liberty and mutual respect and patience of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Aims

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photos
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At St Hilary's our aims reflect those of the National Curriculum, we also insure that all children :

- develop geographical knowledge and understanding of the world
- develop geographical concepts, knowledge, skills and aptitudes
- begin to make geographical enquiry
- are provided with a Geography curriculum which is interesting, broad, balanced, relevant, inspiring and differentiated
- are able to work geographically in a range of contexts, using a wide variety of materials and equipment
- gain understanding of the processes that have produced pattern and variety on the Earth's surface and those which can bring about change
- gain awareness of global citizenship
- gain knowledge and understanding of environmental change, energy production, consumption and conservation.

- become acquainted with a variety of maps, including large-scale local maps, and be able to apply skills of map-reading and interpretation of globes and atlas maps, and to identify geographical features

STRATEGIES FOR THE TEACHING OF GEOGRAPHY

1. THE ORGANISATION OF THE CURRICULUM

The Geography curriculum is organised on a topic basis. The topics covered are broadly based on the Programmes of Study for Key Stages 1 and 2 in the Geography National Curriculum.

Through learning about Geography, pupils are also increasing their knowledge and skills in other curriculum areas. Knowledge in other subject areas such as Science, History, and English are also developed. Geography also provides a significant contribution to PSHE and helps with the application of number.

Geography provides opportunities for the teaching of the following cross-curricular themes:

Weather and Climate, Year 4 links with Science

Map Work, Year 5, links with co-ordinates in Maths

Energy and the Environment, Year 6, links to greenhouse gases in Science

Mountains, Year 5, links to the Year 5 trip.

2. DIFFERENTIATION

The plans for Geography show the abbreviations HA, C and SG. These refer to High Attainers, Core, Support Group students. However, it is important to understand that in Geography these labels are fluid. A High Attaining student may find aspects of Geography, such as co-ordinates, difficult to comprehend. A range of resources and different teaching and learning styles is therefore essential to the full understanding and appreciation of this fascinating subject.

3. TIME ALLOCATION

In Pre-Prep, Geography is taught through topics and linked to History. There are three topics each year.

In Prep, Geography is taught as its own subject and is usually on a half-termly rotation with History.

4. CLASSROOM STRATEGIES

A wide variety of teaching strategies are employed. Pupils will work individually, in pairs, as a class or in groups depending on the activity in hand. Work is set taking into account the individual needs of the children, with differentiated activities for those who work at a quicker pace or differentiation for the less able.

In Geography lessons pupils will have the opportunity to:

- Undertake map work
- Take part in field work, covering aspects of physical and human environments.
- Learn from places of geographical interest.
- Learn from visitors to the school.
- Learn from material presented in a formal way by the teacher.
- Make use of audio / visual material.
- Read (e.g. descriptions), write (e. g. summaries, personal accounts, newspaper articles), speak and listen (e.g. discussion / debate/expression of opinions)
- Record their findings in a variety of ways.
- Handle and record data.
- Take part in role play and educational games.
- Use Information and Communication Technology
- Engage in a variety of practical activities.

- Undertake independent research and develop opportunities for independent thinking.

5. SPECIALIST AND NON- SPECIALIST TEACHING

Up to Year 3 Geography is usually taught by class teachers.

Years 3 - 6 are taught, where possible, by specialist teachers.

6. TEACHING ASSISTANTS

Up to and including Year 2 Classroom Assistants are used in Geography to assist in the classroom by supporting group activities, going on outings and visits and in providing extra help for children with particular differentiated needs e.g. learning support pupils or able, gifted and talented pupils.

8. HOMEWORK

Formal Geography homework is set in Years 3, 4, 5 and 6, please see the Homework policy.

STRATEGIES FOR ENSURING PROGRESSION AND CONTINUITY

PLANNING IN GEOGRAPHY is a process in which all teachers of Geography are involved. Geography topics are planned in an overall forecast to provide continuity within year groups and from one year to another.

Continuity and progression is provided within the topics through the long term planning. This is in the form of a unit plan outlining the areas to be covered.

LONG TERM PLAN this gives an overview of the topics to be covered over an academic year

SCHEMES OF WORK for Geography give more detail to the LTP

MEDIUM TERM PLANS these give information about the pupils in each class, the aims and objectives for each lesson, resources to be used, key questions to ask, assessment opportunities and a guideline for the delivery of each lesson. These are kept in the Curriculum Planning folder.

LIAISON WITH SPECIAL EDUCATIONAL NEEDS. Appropriate provision is made for pupils with special educational needs and those who are More Able, Gifted, Talented and Passionate who need extension work. Lessons are differentiated accordingly to cater for these needs.

THE ROLE OF THE GEOGRAPHY CO-ORDINATOR is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Geography throughout the school
- provide support and guidance in the teaching of Geography
- monitor progress in Geography and advise the Headteacher on action needed
- take responsibility for the purchase and organisation of central resources for Geography for Prep
- keep up-to-date with developments in Geography education and disseminate information to colleagues as appropriate.

FEEDBACK TO PUPILS about their own progress in Geography is achieved through the marking of work. Effective marking aims to help children learn, not to find fault, and comments are always positive and constructive. Pupils are given guidance verbally and in writing, of how to progress.

ASSESSMENT and TARGET SETTING

The approach to assessment of pupils' geography work is via a combination of formal and informal tasks and the setting of individual targets. The-day to-day strategies for assessing pupils' learning will usually involve one of these approaches: -

- Discussions, questions and answers
- Observation e.g. whilst performing a practical task.

- Marking recorded work.
- Through independent research tasks
- There are more formal methods of assessment in Years 5 - 6 where there are assessment tasks at the completion of a planned unit of work.

Assessment results are used to fill in the assessment grid sheets found in the V3 folder using the assessment criteria found in the HOD folder under the title 'Assessment criteria'. These results are used by the teachers to assist in the planning of lessons.

RECOGNITION IN GEOGRAPHY

Pupils are awarded house-points for good work and effort. Where a piece of work deserves special attention the student responsible is sent to the Headteacher and the work may be put forward for a commendation.

STRATEGIES FOR RECORDING AND REPORTING

REPORTING TO PARENTS an annual School Report in the Summer Term comments on the progress of a pupil in Geography.

TERMLY REVIEWS are written by staff teaching this subject and these inform future planning and summarise and assess the teaching and learning.

HEALTH AND SAFETY

Health and Safety issues are of particular relevance to Geography field-work, residential trips, educational visits and practical activities. Risk Assessments are carried out (**See School Health and Safety Policy**).

Reviewed: June 2021, June 2022, June 2023, June 2024

Next review date: June 2025

Person responsible: Mrs Nikki Cooper (Head of Humanities)