

Policy for		 
<h1>Geography</h1>		
Date of Policy:	Spring 2018	Committee: Curriculum and Standards
Next Review:	Spring 2020	

Together we Achieve, Together we Believe, Together we Care

Achieve: Together we will be the very best that we can be.

Believe: Together we will live, share, experience and celebrate our Catholic faith.

Care: Together we will be a safe, caring community where we value ourselves, respect and care for others and all of God’s creation

Rationale

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Aims and Objectives

Our school policy is developed in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term ‘Geography’ includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2.

Geography teaches an understanding of 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 regions in the United Kingdom and in the rest of 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 recognize the importance of sustainable development for the future of mankind.

Our objectives in the teaching 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 so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- 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 a 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.

Teaching Methods

Teachers should ensure that learning opportunities can be accessed by all pupils and that all abilities are appropriately challenged. Children are encouraged to ask as well as answer geographical questions. Teachers should provide a variety of learning experiences and use a range of teaching methods.

These may include:

- Knowledge given by the teacher.
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry.
- Use of video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of ICT.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Photographs and satellite images.

Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Planning

Teachers should use the national scheme of work for geography as the basis for planning. Sections of the scheme may be adapted to local circumstances of the school and the resources available.

Geography should be taught during at least three out of the six half terms throughout the academic year and this should be evidenced on a long-term plan. The class teacher is responsible for writing the short-term plans indicating resources used and how the lesson is suitably differentiated.

Assessment

Children's work in geography is assessed by making informal judgements as teachers observe the children during lessons. Class teachers must keep the children's geography work in the topic books. Once the children complete a piece of work, teachers should mark and comment as necessary, following the school's Marking and Feedback Policy.

At the end of the academic year, each pupil will be allocated a RAG rating (Traffic light) assessment based upon previous teacher assessments. This assessment system is currently used for all foundation subjects across the school.

Assessments will be stored on a pro-forma and passed to the subject leader. The subject leader is responsible for obtaining assessment. These results can then be analysed to find any underlying trends which require further action, they also give a snap shot of attainment in Geography over time.

Monitoring and evaluating

The quality of teaching and work produced will be monitored by the subject leader. Monitoring will come in the form of work samples, learning walks, data analysis and pupil/staff interviews/questionnaires. Teachers and pupils will be encouraged to showcase pieces of high quality work. A secure folder will be created to allow storage of work produced. Over time, a portfolio of high quality work and good practise will be developed which can then be used as a benchmarking tool and for CPD. The Geography subject leader will keep samples of the children's work in a portfolio. This demonstrates the expected level of achievement in Geography for each age group in the school.

The subject leader will also be responsible for:

- The coordination and planning of the Geography curriculum.
- Supporting colleagues in their teaching, by keeping them informed about current developments in Geography and by providing a strategic lead and direction for this subject.
- Using specially allocated regular management time to review evidence of the children's work, and to observe Geography lessons across the school.
- This policy will be reviewed at least every two years.