



Saxilby Church of England School

Geography Policy

March 2016

This policy is underpinned by the Christian ethos and values of the school. At Saxilby Church of England Primary School we seek to support every individual to achieve their best and recognise that each one of us has our own talents which should be nurtured. Our Christian values are vibrant strands woven within the very fabric of this school's culture.

Statement:

At Saxilby C of E Primary School Geography is a valued part of the curriculum. We encourage children to develop an understanding and a curiosity of the world around them emphasising on the cultures of people in other places but also building upon their knowledge and understanding of their local area. Geography at our school provides children with the opportunity to learn through experience, in both practical and fieldwork activities. The teaching of Geography enables children to take responsibility for their role in society and to develop a caring attitude towards others and the environment.

Aims:

We believe a broad and balanced teaching of Geography is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. Our aims include:

- Stimulate the children's interest and curiosity about their local environment and give them opportunities to make observations and form opinions about it.
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.
- Inspire pupil's interest in the world around them and to foster a sense of wonder of the world.
- Encourage a sense of responsibility and concern for the environment and an understanding of how peoples' actions affect the quality of the environment.
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained.
- Explore human and physical processes, systems and patterns and understand how physical features such as climate, rivers, mountains, etc. affect the lifestyles of different peoples throughout the world.
- Appreciate and respect cultural and economic diversity.
- Make cross curricular links between Geography and other subjects.

Skills

- Develop a range of skills to interpret geographical information and to carry out geographical enquiry.
- Collect, analyse and communicate data gathered through fieldwork to deepen their understanding of geographical processes.
- Interpret geographical information using a range of sources including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Investigate and promote awareness and understanding of spiritual and moral issues.
- Improve pupil's skills across the curriculum, especially in Literacy, Numeracy and ICT.

Teaching and Statutory Requirements:

Statutory requirements for the teaching and learning of Geography are laid out in the National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory Framework for the Early Years Foundation Stage, September 2014.

Teaching and learning of Geography:

Planning for Geography is a process in which all teachers are involved to ensure that the school gives full coverage of, the 'National Curriculum programmes of study for Geography' 2014 and, 'Understanding of the World' in the Early Years Foundation Stage. Geography teaching at Saxilby C of E Primary School is planned to suit children's interests, current events, match all pupil's different learning styles and needs, to use any available support staff efficiently and to use resources appropriately. Geography is linked to class topics and often topics are Geography driven (e.g. Blooming Rainforests and Where in the World?), some topics are more focused on other areas of the national curriculum. Due to the mixed year groups in our classes, Geography units are taught on a two year rolling programme. This ensures progression between year groups and guarantees topics are covered.

Foundation Stage (EYFS):

As our reception and nursery classes are part of the Early Years Foundation Stage, we plan continuous provision and key experiences based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be found in the strand 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. In the EYFS children will explore and investigate, draw on their own personal experiences and observe closely using their senses.

Key Stage One (year one and two):

During Key Stage one, children develop their knowledge about the world, the United Kingdom and their locality and use world maps, atlases and globes to aid their learning. Children make comparisons between life in their local area to those who live in Africa and Australia. They understand basic geographical vocabulary linked to human and physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key.

Key Stage Two (years three - six):

In Key Stage two, children's knowledge and understanding is extended beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features and they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Children are taught to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They undertake geographical enquiry by asking and responding to questions, and identifying and explaining different views. In fieldwork activities children observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

The Use of Computing:

As part of their geographical work, all pupils have opportunities to use ICT and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning.

Children are given the opportunity to use computing to research, collect and analyse when completing geographical enquiries.

Assessment:

Children's work is assessed in line with the Assessment Policy. Regular assessment takes place as teachers observe children as they work, question and have discussions with pupils and allow time for children self-evaluate their work. Teachers assess the children against the objectives set out in the national curriculum at the end of each topic and this is used to inform the next teacher and parents of the pupil's progress.

Inclusion:

We aim to provide for all children so that they achieve as highly as they can in Geography according to their individual ability. We identify which children or groups of children are under-achieving and take steps to improve their attainment. Gifted children are identified and suitable learning challenges provided.

Role of Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Geography through:

- Monitoring and evaluating pupil progress;
- The quality of the Learning Environment;
- Purchasing and organising resources;
- Keeping up to date with developments in Geography;
- Leading policy development and review;
- Leading CPD in Geography and support colleagues;
- Play a key role in motivating, supporting and modelling good practice for all staff.

Parental Involvement:

We aim to involve parents directly in the life of the school and there are opportunities each term when parents can discuss their children's progress with their teacher.