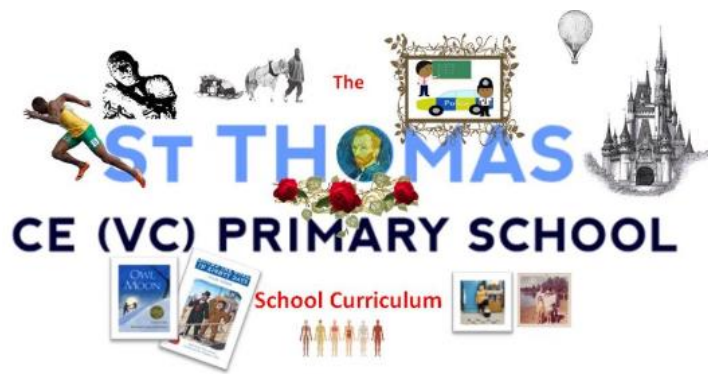


St Thomas CE (VC) Primary School



Geography Policy

Policy Reviewed on:	April 2020
Policy approved by Governing Body on:	
Policy to be reviewed on:	April 2022



Geography

Subject Policy

Geography at St Thomas CE (VC) Primary School.

Intent:

At St Thomas Primary School our aim is for every child to become a geographer. Children achieve this through the development of their geographical skills, knowledge and understanding of the world around them. In addition to this, we believe it is important children achieve this through spiritual, moral, social and culture development, by providing opportunities for children to reflect on the impact and consequences of theirs and others actions will have on the ever changing world they live in.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching geography in our school are to develop pupils who:

- Exhibit a curiosity, fascination and positive attitude for learning about themselves, others and the world around them.
- Acquire a secure knowledge about the wider world and the locality they live in.
- Develop and use a vast geographical vocabulary.
- Develop problem solving, cooperation and interpersonal skills through fieldwork.
- Ask and apply geographical questions, knowledge, skills and findings when working like a geographer.
- Apply and transfer geographical knowledge and skills into other curriculum areas.
- Develop independent learners, who can access, interpret and use a range of sources to support their own learning.
- Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length.
- Reflect on their learning and consider the impact and consequences of their behaviour and actions on the present and future world.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers:

All children will have Quality First Teaching. We understand the importance to ensure that children with identified Special Educational Needs and/or Disabilities or in receipt of pupil premium funding have access to an ambitious geography curriculum. Within the curriculum area of geography, these children are provided with additional or reasonable adjustments through their tasks and level of challenge provided. Advice may also be sought from the school's SENDCO where applicable.

Implementation:

Our bespoke school curriculum is informed by the National Curriculum and is designed to provide all children with a broad and balanced education, at the same time as considering the interest of our pupils. The geography aspects of our school curriculum takes account of the skills and knowledge every child needs to acquire to reach clear and defined end points. The progression of learning in our curriculum is sequenced in a way that enables children to use and build links between their knowledge and skills across the curriculum and within the subject of geography. We facilitate this by engaging and enhancing their curiosity for the world around them by providing maximum opportunities for independence, practical learning and reflection.

Our curriculum ensures children are equipped 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. By revisiting these areas throughout our geography curriculum pupils gain confidence and curiosity by creating links within their own knowledge and understanding.

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. Thus providing children with the real life opportunity to work like a geographer, applying their geography knowledge and skill set whilst developing their interpersonal skills. Teachers are also encouraged to facilitate enquires around geographical questions posed by both themselves and the pupils. This builds on the children's independence as they learn to use a range of sources, interpret and compare their findings to come to a conclusion. To enable children to demonstrate their findings and understanding we ensure children have access to a language rich curriculum. Pupils can then readily apply these in their written, mathematical and verbal communication.

Whilst studying the wider world and local environment we ensure children are provided with the opportunity to discuss and reflect on the importance of our world and how it should be treated. Children consider how others actions have created and impacted on the different societies and environments the population of the world currently live in. A great focus is also put on allowing children time to consider debate and reflect on how their positive actions can change the future of our world for generations to come.

Impact:

Geography in our school is progressive and planned to meet the needs of all children. Pupils have the opportunity to demonstrate their knowledge, understanding and skills in various forms such as written work, verbally and through diagrammatically. Work is marked in accordance with the schools marking policy and enables teachers to support progression through addressing any gaps in pupil knowledge and provides opportunities for pupils work to be celebrated. Pupils themselves play a crucial part in their own learning and are given opportunities to self and peer assess. This provides the opportunity for children to develop into reflective and independent learners.

Teacher assessments

- Teachers assess a child's work (physical and verbal) throughout the lesson in relation to the lesson objective.
- Teachers assess childrens retention of knowledge and skills when applied in further learning both within geography and across the whole curriculum.
- Children are assessed at the end of the year using teacher judgement. They are assessed based on the understanding and application of the content of the curriculum continually throughout the year. They are judged as being below, at or above expectations for the given end points set for the end of the academic year.

In addition, we assess the impact of our geography curriculum on the spiritual, moral, social and culture development of our children. We consider whether the application of our school curriculum develops and facilitates our children to become good self-aware citizens within our own school community and wider community.

Leadership and Management

The subject leader's role is to empower colleagues to teach geography to a high standard and support staff in the following ways:

- Keep up to date with changes or new initiatives that would support the development of geography throughout the school.
- Provide guidance through open and honest discussions with colleagues. Therefore developing an awareness of development needs of staff members.
- Leading by example by modelling lessons or exemplary planning examples.
- Having knowledge of the quality of the geography provision across the school through monitoring and providing feedback to develop practice further in order to raise standards.

Monitoring and Evaluation

The quality of teaching and learning across the school is monitored by leadership as part of the school appraisal process. The geography leader annually creates a geography action plan to support the monitoring of continuation, progress and AFL across the school.

- Monitoring geography has clear timetabled teaching time throughout the term;
- Reviewing work samples with the pupils and/or teachers;
- Discussions with pupils;
- Looking at planning to check for correct coverage and outdoor learning opportunities within geography;
- Assist with maintaining and replenishing resources that are required within the budget;
- Ensure that the school curriculum plans allow for progression across school.

In addition to this, a named member of the governing body is briefed to oversee the teaching and learning of geography.

Partnerships with Parents/Carers

In September parents/carers are invited to meet their child's class teacher where they are informed of school priorities and year group overviews. Parents/carers are then kept informed half-termly of the topic that their child will be covering. Depending on the age of the child homework is set either weekly or fortnightly. Part of every child's homework is based around the topic they are studying and therefore provides the each child with the opportunity to develop enjoyment of the subject by spend time with their family applying their geography knowledge and skills.