

Geography

Policy



2017/18



Policy for Geography 2017 18

Aims Of Handsworth Primary School "A School With Great Expectations"

At Handsworth Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

Geography teaching at Handsworth Primary School is about developing an understanding of our world, through experience, investigation and learning from secondary sources. In Geography we aim to develop a strong interest in our children of their own surroundings and the wider world. We want to enable pupils to develop an appreciation and understanding of the variety of physical and human features and conditions.

Aims

- Through our teaching of geography we aim to-
 - develop children's geographical understanding and competence in specific geographical skills;
 - help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
 - stimulate the children's interest in and curiosity about their surroundings;
 - create and foster a sense of wonder about the world;
 - inspire a sense of responsibility for the environments and people of the world we live in;
 - 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;
 - begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
 - develop a sense of identity by learning about the United Kingdom and its relationship with other countries.
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- We also hope to
 - improve pupils' skills across the curriculum, especially in Literacy, Numeracy and ICT;
 - develop thinking skills;
 - develop pupils as active citizens;
 - promote awareness and understanding of spiritual and moral issues.

Equal Opportunities

At Handsworth Primary School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

Inclusion – Differentiation, More Able Children and Additional Educational Needs

We are committed to providing a rich and challenging curriculum for all our learners; one that promotes the highest standards and encourages each and every individual to achieve their full potential.

Work should be differentiated to match the needs and abilities of all the children in the class. Appropriate learning opportunities should be provided to match tasks to the ability of the children. This can be achieved by differentiated work, scaffolded work and small group work, including the support of teaching assistants.

Teachers provide learning opportunities to match the needs of all children, including children with special needs. Help with literacy and communication might be via using simplified text that children can read and understand; using written materials in alternate formats; using ICT and other aids; using signs and symbols; using amanuensis.

Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Expectations

During the **Foundation Stage**, children will work towards the geographical aspects of the Early Learning goals for Knowledge and Understanding of the world.

By the end of **Key Stage 1**, most children will be expected to-

- describe the main features of localities and recognise their similarities and differences;

- recognise where things are and why they are as they are;
- recognise changes in the environment of localities and how people affect the environment;
- find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources.

By the end of **Key Stage 2**, most children will be expected to-

- explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the World;
- explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments;
- describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably;
- undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations.

Programmes of Study

Geography is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on-

- Locational knowledge
- Place knowledge;
- Human and Physical geography;
- Geographical skills and fieldwork.

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

Teaching and learning style

Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

Planning

In our school we plan Geography as part of our Creative Curriculum and the aims and objectives are covered through the topics in our Yearly Curriculum Overviews. Medium term planning takes place co-operatively within year groups. Learning activities should be sequenced to ensure progression and continuity throughout the school. Yearly Curriculum Overviews for each year group are found on the school server. Medium term plans should be saved in the appropriate year group folder.

Assessment for learning

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation. Children are encouraged to take part in a range of self-assessment and evaluation activities such as, peer marking, 3 stars and a wish, the use of talk partners and so on. On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to make judgements about how they can improve their own work and edit in purple pen.

Resources

Resources form an important part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. 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. They also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment, cameras, books and games. Where appropriate, field trips should be undertaken to further enhance the children's learning. Items are kept in the geography cupboard in the KS1 corridor or in respective classrooms.

The Role of the subject leader

- To undertake monitoring of standards in geography and use this to inform the geography action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on geography-related issues
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Schemes of Work

Geography is compliant with the objectives of the Geography programmes of study in the New Primary Curriculum.

Isabella Lucas & Alison Green
August 2017

(To be reviewed Summer 2018)