



Thistly Meadow Primary School

GEOGRAPHY POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

GEOGRAPHY POLICY

Rationale

Thistly Meadow Primary School aims to provide a high quality geography curriculum in order to inspire in pupils a curiosity and fascination about the world and its people. Our geography topics teach the children about diverse places, people, resources and natural and human environments and also aims to deepen their understanding of the Earth's key physical and human processes. All pupils (including LAC, SEND, Disadvantaged/Pupil Premium, G&T, EAL and other vulnerable groups including 'hard to reach' families) have access to a geography curriculum where their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments.

Purpose

Through Geography at Thistly, we aim:

- To stimulate pupil's interest in the world around them and to foster a sense of wonder at the world.
- To enable children to gain knowledge and understanding of places in the world – both terrestrial and marine.
- To ensure that all pupils 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.
- To ensure children 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, 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 (including the use of computing skills)
- To provide the children with the opportunity to reflect on visits to different environments/locations.
- To increase children's knowledge of other cultures and, in so doing, promote and encourage respect and understanding of what it means to be a positive citizen in a multi-cultural society.
- To enable children to know and understand environmental problems at a local, regional and global level so they begin to care about their environment.
- To encourage in children a commitment to sustainable development and the fair distribution of the earth's resources as well as to have an appreciation of what the phrase 'global citizenship' means.

- To develop the social skills of all pupils to be able to work co-operatively and collaboratively with others in a range of situations; listening to and valuing the opinion of others.
- To develop a range of speaking and listening skills.

Guidelines

We use the new national curriculum framework document as the basis for our planning in Geography. A variety of teaching and learning styles are used including whole class teaching, enquiry based research, individual and group activities. We encourage children to ask as well as answer geographical questions. Geography will be taught, where possible, using a cross-curricular approach to the topics, ensuring the delivery of an exciting, enjoyable and creative curriculum. English, maths and computing will be incorporated into the children's work where ever possible e.g. texts used could be geographical in nature, map work using directions, scale, co-ordinates, data handling and research. Geography contributes significantly to the teaching of PHSE and citizenship and opportunities will be provided for children to take part in debates and discussions. Wherever possible, we involve the children in 'real' geographical activities e.g. research of a local environmental problem or use of the internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Setting tasks of increasing difficulty; some children not completing all tasks.
- Grouping children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity according to the ability of the child/group.
- Using teaching assistants to support the work of individual children or groups of children.

To enhance the curriculum, where appropriate and feasible, fieldwork will be undertaken to provide first-hand experience of geographical enquiry. Children throughout the school make local visits and trips and year 4 undertake a residential field trip to a United Kingdom locality; currently Edale YHA in Derbyshire. When planning trips we ensure the objectives of the trip directly relate to the objectives of the unit being studied.

In addition we promote links with other schools and places that are deemed to have a different social-economic background/ethnic diversity.

Health and safety

Fieldwork is particularly important in geography; be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

Planning/Assessment/Monitoring and review

All plans have been developed using the programmes of study from the new curriculum framework document together with the Symphony sheets. The plans are progressive, ensuring that the children are increasingly challenged as they move through the school. Teachers in the Foundation Stage plan for children according to the Early Learning Goals. Assessments are made at the end of the year by the class teacher. This includes gathering evidence of what individual pupils know, understand and can do in Geography by observing them at work, listening to and discussing with them, and evaluating any work they produce. Judgements are made against age-related expectations in Geography using the Symphony assessment sheets and all pupils are assessed as either: emerging (B), expected (S) or exceeding expectations (S+). It is the responsibility of the lead Geography teacher to gather in class data at the end of the year and work out percentages for classes and cohorts. This information should then be used to drive improvements in Geography and forms the basis of the annual subject report. The Geography subject leader, SLT and governors (through the Learning and well-being committee) monitor standards and attainment in Geography based on age expectations. Parents are updated about progress and attainment in Geography at parents' evenings in the autumn and spring and in the written report at the end of the year.

Resources

All Geography resources are to be found within year groups. There are also a range of books in the library that will support our topics.

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