

Geography Policy

Here at St Monica's, we recognise that we are all cherished members of God's family. We love and care for one another, and trust God to guide us in all we do and say. By learning together, we aim to achieve and by working together, we will succeed.

INTRODUCTION

In our curriculum geography will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for geography which are set out in the National Curriculum.

Intentions

1. To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.
2. To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
3. To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them
4. To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
5. To enable children to understand how the Earth's features are shaped, and change over time.
6. To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time
7. To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
8. To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
9. To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Implementation

1. Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places
2. We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.
3. Teaching and learning will use exciting first-hand experiences, imaginative resources and ICT to build pupils' with knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
4. We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.
5. In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.
6. Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.
7. Assessment will be based on key skills and essential knowledge and understanding within the Geography NC programme of study. A portfolio of work from Y1 to Y6 will be built up to show examples of the range of work done and evidence of progression.

Teaching and Learning

Children in the Foundation Stage are taught Geography through the Early Learning Curriculum-“people, Culture and Communities” and “The Natural World”. Children in Key Stage 1 and Key Stage 2 will follow the Cornerstones topic scheme and Geography is embedded within this. These topic themes are covered over a two year cycle and are in line with the National Curriculum.

EYFS

Children in EYFS cover Geography through the - “*People, Culture and Communities*” and “*The Natural World*” areas of learning. Characteristics of effective learning at this stage may include playing and exploring, active learning, creative and critical thinking.

Children in EYFS should:

- be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Children in KS1 and KS2 should follow the National Curriculum programme of study for Geography and will follow the Cornerstones Maestro programme of study.

Differentiation

We recognise that there are children of widely different abilities and we ensure that we provide suitable learning opportunities for all children. We achieve this by matching the challenge of the task to the ability of the child, appropriate questioning, differentiated tasks, ability and Kagan groupings, and the use of resources and aids including support staff.

For those under S.E.N. provision, we provide learning opportunities that are matched to the needs of children with learning difficulties. Where appropriate, our work in History takes into account the targets set in the children’s Individual Education Plans (IEPs) and can be differentiated by task, outcome or support.

Impact

Geography will be fun and it will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies.

Assessment, Record Keeping and Reporting

- Geography can be assessed in a variety of ways including observation of a child or group on task, discussion with children about their task, questioning, quizzes and viewing work in books.
- For each new topic, the children will have a topic cover page/knowledge organiser in their books that will be used to inform and assess children at the end of the unit. Each topic cover page will have a number of “sticky knowledge” questions as well as enquiry questions that will encourage them to make judgements based on knowledge, skills and understanding (KSU) that they have assimilated throughout the topic.
- Reference will also be made to previous topics throughout the school to ensure KSU are embedded in pupils’ long-term memory through the use of “Can you remember?” boards.
- Data will be updated on OTrack based on assessments completed by teaching staff. Formative data will show how well each child has performed against curriculum objectives and skills and will be done throughout the year. Summative data will give each child an overall grade for Geography for the year. Any children who are WT or WG are to be initialised on the *Progression of Skills* sheets under the appropriate area and returned to MK as subject lead to look into further support or challenge for those children.
- Books will be monitored to ensure coverage is met. Parents will be informed of their child’s progress through parent meetings and within the Topic section of the end of year report.

Monitoring and Review

The implementation of this policy will be monitored in line with the school's "Monitoring and Evaluating" section of the Curriculum Policy and the policy will be reviewed by the subject leader.