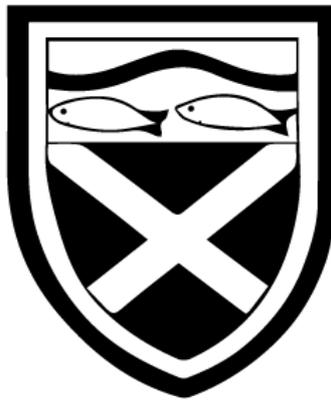


St Andrew's CE Primary School



Geography Policy

Summer 2021

Next review Summer 2022

Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."

Introduction

This policy outlines the teaching, organisation and management of Geography taught and learnt at St Andrew's Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography co-ordinator and the Senior Leadership Team.

Aims

Through our teaching of geography we aim to:

- Stimulate pupils' interest in and curiosity about their surroundings,
- Increase their knowledge and understanding of the changing world,
- Encourage pupils to ask questions and propose solutions to environmental problems,
- Develop pupils' competence in specific geographical skills.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT,
- Develop pupils' thinking skills,
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral, issues,
- Develop pupils as active citizens.

Cross curricular Issues

Geography is taught from our earliest years groups; Nursery and Reception. Geography is embedded in topic work throughout the year. Geographical skills and knowledge are underpinned by the early year objectives allowing children to develop an understanding of the world through activities such as finding out about different places, localities and investigations.

Other year groups, when appropriate, will plan units of work in Geography which will be linked with other National Curriculum subjects. This allows a cross-curricular approach that combines complementary knowledge and skills.

Strategies for the teaching of Geography

Learning and Teaching in geography will be in line with the school's Teaching and Learning Policy, where provision is made for all learning styles.

1. Though topics have been allocated to each year, we encourage teachers to incorporate the children's interests (Pupil Voice), recent world events and local events are incorporated into planning. This may stimulate the child's interest as they have an interest or experience in the topic.
2. The mode of working in geography is a mix of class teaching, cooperative groups and individual work.
 - a) Groups are encouraged to communicate their findings in a variety of ways.
 - b) Fieldwork is a purposeful and integral part of the curriculum.
3. Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.
4. We aim for field work/trips to take place 3 times per year to support learning in the classroom.
5. We approach the planning of Geography with a cross curricular theme e.g. The Egyptians, to allow children the opportunity to gain a well-rounded understanding and knowledge of a topic and as a well rounded topic.

When teaching Geography we:

- Always explain what we want pupils to know, understand and what they will be able to do by accessing the geographical knowledge and skills. • Often a key question is used to direct pupils' thinking / enquiry,
- Vary the resources and activities to ensure each pupil can learn effectively

The role of the Geography co-ordinator is to:

- Support colleagues in teaching the subject content and developing the detail within each unit.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- Audit current practice.
- Develop assessment and record keeping to ensure progression and continuity.
- Keep abreast of developments in the geography subject and media usage.

Assessment

Each piece of work, which can be made up of photographs, written work, diagrams, computing resources among others, is to be assessed, with a notation of Bronze, Silver or Gold. This description indicates the child's performance against the learning expectations. If staff feel that the child has achieved this skill they will highlight it on OTrack. When this skill has been highlighted a number of times the child will be assessed as being fluent in this skill.

Resources

Most resources are topic based with a central stock loaned out by the coordinator. Each classroom has a globe, atlas and a world map. All classrooms have interactive whiteboards.

Entitlement

Geography is a foundation subject in the National Curriculum. 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.

Every Child Matters This policy should be read in conjunction with the Every Child Matters Policy. At St Andrew's we strive to ensure all children are able to:

- Be healthy
- Stay safe
- Achieve economic well being
- Make a positive contribution
- Enjoy and achieve

The teaching at St Andrew's incorporates these five key areas throughout the curriculum and staff ensure that all children are able to meet these expectations at all times.

Equal Opportunities

- There will be equal access to all materials. Materials/resources will reflect our multicultural society. Participation in a variety of geography activities will be encouraged. This policy takes into account the guidance of the Race Equality and Multicultural Policy.
- In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disabilities.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in geography should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

More Able Pupils

As with Special Educational needs, the constant monitoring of children's progress throughout the school will highlight children who are particularly able in Geography and who will be aiming for Gold (exceeding expectation for their year group). Class Teachers will address the needs of these children in their classroom by careful grouping of children and setting openended investigational work which a child can develop as far as their abilities allow. We will ensure that they are given the opportunity to develop and extend their abilities to their full potential.

Health and Safety • The safety of our pupils is of paramount importance and to this end all staff will ensure that health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils.

- Pupils will be taught to use the correct tools, equipment and materials appropriate for the task to be undertaken.
- Appropriate risk assessments will be made, to identify and minimise possible risks and ensure a safe working environment.

Monitoring and Evaluating

- To monitor and evaluate geography the coordinator will: support teachers via coplanning, team teaching, observing / giving feedback.
- Monitors and evaluates teachers' medium term planning.
- Holds training sessions to develop teachers' understanding,
- Reviews resource provision,
- Discusses regularly with the headteacher and the geography governor, the progress with implementing this policy in the school.

Safeguarding • St Andrew's Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extra-curricular activities,

Home School Learning

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on insight so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in

learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the Maths curriculum. In the case of a pupil being unable to access technology to view and complete work arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible.