

Sacred Heart Catholic Primary School



Geography Policy

2017-18

PROUD of our children: **PROUD** of our school: **PROUD** of our faith

Date Policy agreed	June 2017
Governors Committee Responsible	Teaching, Learning and Curriculum
Governor Lead	
Status and Review Cycle	Every two years
Next review date	June 2019
Headteacher signature	
Chair of Governors signature	

Document Purpose

This policy is linked intrinsically to the School Mission Statement and as a result reflects the values and ethos of the whole school community while outlining the role of teaching, planning and assessment. The policy has been up-dated in response to the requirements of the New National Curriculum introduced in September 2014.

Geography is a foundation subject within the National Curriculum and as a result is given due attention. The aims of teaching Geography at Sacred Heart are consistent with the National Curriculum Programmes of Study.

Mission Statement

Our Mission Statement sets out what our school stands for; beliefs, ethos, values and purpose.

At Sacred Heart we are:

PROUD of our children; **PROUD** of our school; **PROUD** of our faith.

We aim:

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

The staff of Sacred Heart Catholic Primary School will work to give each child the tools necessary for them to make **progress**, show **resilience**, approach subjects with an **open heart**, celebrate **uniqueness** (irrespective of ability) and provide opportunities to **demonstrate their faith**. From this each child will have a strong sense of self-worth and self-esteem. We are **PROUD** that all teaching and learning is underpinned by the school mission statement.

This Geography Policy sets out how we achieve our Mission Statement and School Aims

Audience

This Geography policy document is available to:

Teaching and support staff
Governors
Parents
Supply teachers

Copies of this policy are available through the school website and also through the school office on request.

The Philosophy of Geography

Geography is the understanding of people, places and environments. It is an essential part of the curriculum and provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and gain an appreciation of life in other cultures.

At Sacred Heart, teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and can change over time. Fieldwork studies strengthen children's understanding of their own and wider communities in order to develop a sense of pride and willingness to protect the world around them for the future.

Subject Aims

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.

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 environment and 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;
- develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

Curriculum and School Organisation

The Geography Curriculum is divided into Key Stages and is organised into an increasing degree of difficulty that aims to stimulate, challenge and enhance the development of key Geographical Skills.

Early Years

We teach geography in Early Years as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in Development Matters which underpin the curriculum planning for children from birth to five. Geography makes a significant contribution to the development of each child's understanding of the world.

In Early Years children should be able to: -

- know about similarities and differences in relation to places, objects, materials & living things.
- talk about the features of their own immediate environment and how environments might vary from one another.
- make observations of animals & plants & explain why some things occur, and talk about changes.
- Ask questions to gain information about the world around them.

Key Stage 1

In the Key Stage 1 children should be able to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South

Poles

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should be able to:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Within both Key Stage 1 and 2 the children focus upon the Key Geographical skills and the acquisition and development of these in a progressive manner, throughout their school career.

This focuses upon

- Enquiry
- Observing, questioning, collecting and recording evidence throughout the Key stages – including fieldwork and IT skills, making and using maps and using photographs
- Analysing evidence, drawing conclusions and communicating findings e.g. How and why does change take place?

Planning and Teaching Styles

At Sacred Heart, teachers ensure that there are planned opportunities for children of all abilities to develop their skills and knowledge of each unit and we use the 'Learning Challenge Curriculum', alongside the National Curriculum programmes of study, to ensure that there is progression as children move through school.

The expectation is that Learning and teaching styles will differ from each lesson and will address the needs and interests of the children and the requirements of the subject being taught. At Sacred Heart we utilise many learning and teaching styles. Geography will be taught through themed based lessons alongside and within other curriculum subjects, eg, Literacy, Computing as well through discrete geography lessons. As far as possible, geography should be biased towards practical lessons, with maps, models and fieldwork playing a key part.

Assessment Recording / Reporting

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation or a written piece of work. Teachers will assess children's work by making informal judgements during lessons. They will record the progress that they make by assessing the children's work against the learning objectives for their lessons. Teachers then use these judgements to plan the future work for each child.

Reporting

The Early Learning Goals and National Curriculum requirements are used to summarise performance for the purposes of reporting to parents and carers.

Resources and Accommodation

A range of Geography resources is being developed within the school. These are situated in a central location and accessible to all members of staff who require them. We also have a subscription to Digimaps which allows teachers and pupils to access an online mapping service. Digimap for Schools provides easy access to a range of current and historical Ordnance Survey maps which can be annotated and printed for classroom use. The library is full of useful books and resources.

Special Educational Needs and Able Pupils

At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies.

The Role of the Geography Subject Leader

- 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.
- Keep staff informed of up to date information with regard to the New National Curriculum

Training and Development

The subject leader should:

- Audit staff skills and confidence in teaching Geography on a regular basis
- Arrange training for individuals as required
- Attend courses and support staff as far as possible

Advice regarding all aspects of geography can be sought from the geography subject leader and any requirements for training can be discussed and planned for.

Monitoring, Evaluation and Review

The Geography Subject Leader together with the Leadership Team is responsible for monitoring and evaluating geography in line with the whole school policy.