

Geography Policy

New End Primary School

Date Completed: Autumn Term 2022

Review Date: Summer Term 2024

Rationale

Geography is concerned with the study of places, the human and physical processes which shape them, and the people who live in them. Geographers ask the questions where? What? How? Why? Geography helps children make sense of their surroundings and the wider world.

Skills learnt through Geography could be made applicable to everyday life.

Aims

Geography aims to help children to:

- enable all children to understand, gain knowledge of, investigate and evaluate their environment both locally and globally.
- stimulate children's awareness and interest in their own physical and social environment, and the human activities which it supports, and to strengthen their own sense of value;
- interest children in the world around them, and lead them to appreciate its ethnic, cultural and economic diversity;
- provide some understanding, through the study of different places, of the interaction between people and their environment and the processes affecting it;
- develop positive attitudes to and interest in the quality and future of their environment, and help to foster a responsible attitude towards the care of the earth and its people.

Governor and Staff Responsibility

Role of the Governing Body

Governors will:

- ensure that there is a link governor responsible for the Geography, who will meet regularly with the Geography subject leader
- ensure that arrangements for the teaching of Geography throughout the school are reviewed regularly and agreed

Role of the Headteacher

The Head-teacher will:

- Ensure INSET time, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Ensure the monitoring of teaching and learning through lesson observations and intake of Geography outcomes across the school
- Report to Governors, where appropriate, about the development of Geography and progress made

Role of the Geography Co-ordinator

The Geography co-ordinator will:

- provide support to staff in ensuring effective Geography provision throughout the school
- monitor and evaluate Geography teaching and learning and evaluate standards
- ensure that Geography provision is effectively and properly resourced.
- ensure that all staff are aware of policy
- ensure that Geography has a valued profile
- develop a long term curriculum plan
- keep up to date with current initiatives

Role of the Class Teacher

The class teacher will:

- ensure Geography is taught as part of the themed curriculum
- record and assesses the children's outcomes in line with agreed Geography procedures
- report on children's progress in Geography in annual reports
- attend INSET, when necessary
- liaise with and work alongside the co-ordinator, when appropriate

Organisation and Planning

The Geography Curriculum is delivered using the objectives and genres set out by the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Teaching

History teaching focuses aiding children to think as historians and to encourage curiosity into who they are and why the past is important. Children are given opportunities to examine historical artefacts and visit sites of historical significance. We have strong links with the historical and geographical community and each key phase gets a number of opportunities with these experts e.g. Hampstead Heath and the Tomb with a View project. Each year group encourage visitors to come into the school and talk about their experiences of events in the past.

Differentiation

We recognise the fact that in all classes there are children of a variety of abilities in Geography and we seek to 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. Not all children complete all tasks;
- ☐ Grouping children by ability in the room and setting different tasks for each ability group;
- ☐ Providing resources of different complexity depending on the ability of the child;
- ☐ Using classroom assistants to support children individually or in groups.
- ☐ Using peer partners to increase all children's learning

Resources

As part of the library loan service-level agreement, each class receives a book and artefact box to support the teaching of Geography topics. In addition, interactive and other resources are available to support the teaching of the topics.

ICT and Geography

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in Geography.

Equal Opportunities

Equal Opportunities is an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the arts regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for Geography. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

Pupils with Special Educational Needs and Disabilities

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in Geography lessons.

Gifted and Talented

Children demonstrating a particular ability in geography should continue to be supported in achieving higher standards through extension activities provided in lessons and extra-curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

Pupils with English as an Additional Language

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in Geography.

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by the Geography Co-ordinator to ensure that it reflects practice at New End.

Assessments of children's progress in Geography are carried out on a continuous basis to inform the teacher and the child about their progress. These are completed through teacher assessments and children's evaluations.

Throughout the year the Geography Co-ordinator will have the opportunity to look at samples of work across the school. Feedback will be made to staff. A limited number of lessons will also be observed by the Geography Co-ordinator across the key stages so that

they have an understanding of the quality of teaching and learning in the Geography in the school.