



A place to shine ...

***Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6***

Geography policy and Guidance

Consultation that has taken place	September 2019
Date formally approved by governors	September 2019
Date policy became effective	September 2019
Review date	October 2021
Person responsible for implementation and monitoring	Amanda Watson
Other relevant policies	History Policy

'In the beginning, God created the heavens and the earth.' (Genesis 1:1)

Rationale

The study of geography helps children develop the knowledge of places and environments throughout the world, an understanding of maps and a range of investigative skills both in and out of the classroom. It provokes and answers questions about the human and natural world and gives opportunity to see things from new perspectives. It should inspire them to think about their own place in the world, their values, their rights and responsibilities to other people and the environment. The children will develop enquiring minds through an exciting programme of study involving work both in and out of the classroom. They will gain an understanding of our local geography and how this relates to places further afield.

Aims:

- To make geography relevant to the children at Central Walker.
- To develop knowledge of where people are and what they are like, including an appreciation and understanding of the lifestyle of the inhabitants.
- To gain a perspective in which children can place local, national and international events.
- To develop understanding of patterns and processes in physical and human geography.
- To develop their appreciation of the application of geography to environmental, social and political issues.
- To enable children to work geographically in a range of appropriate contexts, using a wide variety of materials and equipment.
- To provide a geography curriculum which is interesting, broad, balanced, relevant and differentiated.

Planning

Our Geography teaching is based on the current National Curriculum. Geography is taught as part of a class topic, chosen through Cornerstones. Cornerstones provides;

- a long term progression overview of our school Geography curriculum
- a medium term plan for each class topic
- individual Geography lessons for each class topic

Appropriate links are made between the National Curriculum objectives and the Geography lessons taught in each class topic. Curricular links with other subjects are recognised and developed when planning.

Teaching and Learning

The children will be presented with sound and appropriate information in a suitable variety of forms (maps, field work, films, photographs, diagrams and written texts). Teachers will:

- use a range of teaching methods to ensure that pupils can interpret information and assimilate knowledge;
- focus, as appropriate, on the knowledge of places;
- develop an understanding of geographical patterns and processes;
- explore geographical links;

- embed geographical skills and techniques;
- provide opportunities to carry out geographical enquiries to seek explanations;
- ensure continuity and progression in the use of geographical vocabulary.

Resources

Cornerstones provides a wealth of resources to support the teaching and learning in Geography through each class topic. The subject leader will carry out an annual audit and identify the resources needed to support delivery of Geography throughout Central Walker. It is also the responsibility of the subject leader to ensure all staff are aware of outside agencies who can support teaching and learning in Geography.

Assessment, recording and reporting

The subject leader will carry out monitoring in Geography each half term. Monitoring will consist of:

- evidence of coverage
- planning scrutiny
- scrutiny of work (in topic books and floor books)
- pupil voice
- lesson observations
- assessment data

Assessment in Geography will be carried out each term by the class teacher. Children's knowledge, understanding and skills in Geography will be assessed using the Learning Ladders framework.

Much valuable assessment can be carried out informally, by observing pupils while they are engaged in learning activities, by talking to them about what they are doing and about their geographical understanding. Field notes will record teacher observations and show progression against the objective being observed. Our approach to assessment must ensure that it is geographical skills and understanding that are being assessed and not literacy and communication.

Health and Safety issues

All teachers are expected to complete the appropriate documentation before taking a group of children on an educational visit.

Community links.

The coordinator will promote community links and advise staff of suitable contacts, places to visit, visitors, local employers and agencies to support this area of the curriculum. The school promotes parental involvement.

Fieldwork

Fieldwork means active, geographical learning outside the classroom. Fieldwork like assessment is not a bolt on extra; it is an integral part of National Curriculum for Geography and is planned for. There are many opportunities within both key stages for the children to develop fieldwork skills.

Continuity and progression in fieldwork is achieved through careful planning and through work in the following areas.

- The precision and detail in collecting data.
- Depth in the amount of follow up analysis of data.

- The scale of the locality, moving from the familiar to the unfamiliar.
- The complexity of ideas and techniques used.

Fieldwork skills and techniques

Progression in observation, recording, sketching, land-use, mapping, measuring including slope and gradient work.

Quality for Learning

Attention will be given to the competence, willingness and pace with which the children are gaining geographical knowledge and skills, not only through Geography lessons, but also by incorporating relevant learning in Science, Maths and History. Confident learners will be able to use the concepts and information they have acquired in Geography to enhance their grasp of the cross curricular themes. Progress in their learning is related to the breadth and depth of the knowledge the children acquire about places, processes and themes.

The schools arrangements for staff development

It is the responsibility of the Geography coordinator to identify staff development needs that are required to deliver an effective Geography curriculum. The Geography coordinator will support teachers in their planning and delivery of Geography lessons. The Geography coordinator will complete staff audits throughout the year to determine CPD needs across the school.

Review

This policy will be reviewed September 2021.