

Introduction

Our Geography Policy reflects our school values and vision.

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

Thakeham Primary School Vision

At Thakeham Primary School geography is about developing an understanding of our world, through experience, investigation and learning from primary and secondary sources. Our geography helps children to gain a greater understanding of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Through the National Curriculum for Geography, we focus on the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting places in the United Kingdom (Havant) and other parts of the world. The study of the local area forms an important part of the geography taught at our school and activities are planned to build upon the children's knowledge and understanding of the local area.

Our geography curriculum links closely to our work on SMSC and British Values. Our commitment to learning about communities and cultures also reflected in our Curriculum Driver ‘Our Place in the World’:



Our Place in the World

Children understand and relate to their place in our wonderful local community as well as understanding their place in the wider world. Our aim is for our children to be thoughtful respectful citizens, both of one another and the environment. Links will be developed both locally, internationally and globally to help us realise this aim.

We have worked hard to achieve our International School Award in 2015, valid for 3 years and will be applying for accreditation once again.

Aims

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 environments and people 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;
- begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;

- develop a sense of identity by learning about the United Kingdom and its relationship with other countries.
- develop thinking skills
- develop pupils as active citizens
- promote awareness and understanding of spiritual and moral issues.

Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from ethnicity, gender, ability or disability in line with our Equalities Policy. Fieldwork may have to be adapted to individual requirements.

Expectations

Early Years Foundation Stage

During the EYFS, children will work towards the geographical aspects of the Early Learning goals for Knowledge and Understanding of the world.

Key Stage 1

By the end of Key Stage 1, most children will be expected to:

- describe the main features of localities and recognise their similarities and differences;
- recognise where things are and why they are as they are;
- recognise changes in the environment of localities and how people affect the environment;
- find out and express views about people, places and environments by asking and answering questions and by using their own observations and other geographical skills and resources;

Key Stage 2

By the end of Key Stage 2, most children will be expected to:

- explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the World;
- explain patterns of physical and human features, and recognise how selected physical and human processes cause changes in the character of places and environments;
- describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably;
- undertake geographical enquiry by asking and responding to questions, identifying and explaining different views and using a range of geographical skills, resources and their own observations.

Programmes of Study

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.

Teaching and learning style

Children are taught in their normal class group for geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson. In planning geographical work teachers are mindful of the ways in which pupils learn. The teaching of geography reflects different teaching and learning styles to ensure full inclusion such as whole class lessons, group, paired and individual work and we combine these with enquiry based research activities. We encourage children to ask as well as answer geographical questions which links well with our Super Learning Hero 'Curious Questioning Quinn' and our fortnightly assembly linked to 'Photo of the Fortnight'.

Planning

In our school we plan geography as part of term/ half term topics. The key areas are outlined in our long term plan which covers a two year programme (year A & B). Medium term plans set out the objectives to be taught for the term and an outline of the lesson content and organisation. Our Progression of Skills document illustrates progression of geographical skills across the school. Many elements of our Geography work are also cross-curricular e.g. our annual Sports Week, which has been linked to the European Games/Olympic Games/World Games over the past few years. Visits and visitors form a key part of our planning. Each year we host students from Belgium and hope to expand this to include other countries in the future.

Assessment

Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children's understanding through a combination of formal and informal strategies, by making informed judgements during lessons through discussions including the use of talk partners, question and answer techniques and observation. Children are encouraged to take part in a range of self/peer-assessment and evaluation activities, reviewing their learning against objectives and their Toolkits. Teacher feedback/marking helps to inform future learning to support pupil progress.

Children's standards and achievements in geography in the Foundation Stage are assessed in line with our Early Years Foundation Stage Policy. Assessment in EYFS includes both on-going assessment of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

In Key Stage 1 and 2 classes, attainment and effort are communicated to parents through a pupil's annual report and progress and attainment are discussed at parent/teacher consultations throughout the year.

At EYFS children's attainment for 'Knowledge and Understanding of the World' is recorded as 'Emerging' (1), 'Expected' (2) or 'Exceeding' (3). Whether a child has achieved a 'Good Level of Development' is also measured and reported.

Resources

Resources form an important part of curriculum delivery. As part of their geographical work, all pupils have opportunities to use Computing and a variety of data, such as maps, statistics and graphs where this serves to enhance their learning. They also have opportunities to use the following resources: globes, maps, atlases, pictures, photographs, aerial photographs, compasses, measuring equipment,

cameras, books and games. Our local environment, links with other schools and visitors are also valuable resources.

The Role of the Curriculum Leader

Key aspects of the Geography Leader's role include:

- monitoring of standards in Geography and the use of this to inform the Geography SWOT document and action plan
- provision of quality leadership and management of their subject to secure high quality teaching and learning
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review
- being proactive in seeking and attending professional development opportunities
- reporting to the Headteacher and Governing Body on Geography related issues.
- planning and organising the allocation and purchase of resources in accordance with available budget.

Monitoring and Evaluation

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- Pupil Conferencing
- Staff discussion and feedback

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

Inclusion

Learning will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Support may be especially necessary during field study activities. Where a pupil is deemed to be a More Able Pupil, learning opportunities will be offered within the classroom, school or through our locality links and enrichment courses.

Health and Safety

Before any field study, a risk assessment will be carried out and submitted in accordance with the school's and Education Authorities guidelines.