

Our Lady of the Rosary Catholic Primary School



Geography Policy

2024 - 25

Rationale

“Geography puts the understanding of social and physical processes within the context of place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them”

RGS, 2015

Definition of Geography: Geography is the study of places. It explores the relationships between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

Aims:

At FOUNDATION STAGE

- To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.
- To raise awareness of other environments through stories, visits, photographs, ICT and artefacts.

At KEY STAGE 1:

- To develop geographical skills through fieldwork in the local area, observations and a range of maps.
- To be able to describe and compare places near and far using geographical vocabulary.
- To appreciate both the human and physical characteristics of places.
- To evaluate man-made changes to the environment.

At KEY STAGE 2:

- To extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world.
- To increase their awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences.
- To research local, national and global issues using resources (including digital mapping) and form opinions for debate.
- To develop an awareness of their responsibilities as Global Citizens.

Geography Curriculum:

Our intention is to create a well-planned geography curriculum, both in terms of what pupils are to learn and how it is organised, to ensure that pupils remember what they have been taught. A curriculum that inspires students and broadens their understanding of the world around them, based on place and locational knowledge, geographical techniques, physical processes and landscapes and human uses. The primary units created aim to provide a strong foundation on which to build upon at KS3 and beyond. As pupils progress through school they will develop their geographical knowledge and skills, as well as their ability to think as a geographer and to write as a geographer, in order for them to thrive in the subject.

A consistency of approach, shared high expectations and effective dialogue between key phases will ensure children learn more and remember more in their study of geography.

Teaching and Learning:

The use of a variety of enriching teaching approaches and of resources is encouraged through: -

- Teacher presentations.
- Question and answer sessions, discussions and debates about topical issues.
- Individual and group research and presentations.
- Photographs, pictures, maps and globes.
- ICT- digital mapping, google earth, aerial photos.
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.
- Development of whole class displays focused on answering 'big questions' using the knowledge clock format.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the geography curriculum by both teachers and children is encouraged. Children are encouraged to see the similarities between places before they note the differences. This will ensure children understand that we all share a common humanity.

Progression and Continuity

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school.

Assessment and record keeping

We assess children's work in geography by making informal judgements as we observe them doing each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. Throughout each unit, the assessment progression grid is annotated for each class to assess the coverage and attainment of individuals.

The geography coordinator keeps samples of children's work, photographs of the displays in common areas and extracts of pupil voice in the Humanities floor book which is displayed in the conference

room. This helps to demonstrate what the expected level of achievement is in history for each age group in the school.

Teaching materials include a range of assessment tools, consisting of a progress tracker to be used on an individual lesson basis to assess pupil understanding and application of the content covered. Ending each unit there is the opportunity to assess through a subject knowledge quiz and an end of unit task. Throughout, the aim is to assess pupils' ability to think like a geographer by choosing, building and linking knowledge as they work through a unit, complete a unit and progress on to other units.

We teach geography to all children whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities matched to the needs of children with learning difficulties and we consider the targets set for individual children in their SEN plan.

We also recognise that in all cases there are children of widely different 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 and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Where possible, using classroom assistants to support children .

Equal Opportunities:

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography. During the study of other places similarities between the lifestyles of others and that of ourselves are drawn and negative or purely stereotypical or exotic images are challenged. Children are made aware that decisions and processes in one locality affect and are affected by decisions and processes in other localities. Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development. During the study of economic development children are made aware of underlying inequalities in power, influence, benefits and advantages, both physical and economic. Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum whenever possible.

Health and safety:

Fieldwork and site visits are an important part of Geographical work and school health and safety guidelines will be adhered to at all times. Risk assessments will be carried out before any fieldwork takes place.

Roles and responsibilities

It is the role of the Geography co-ordinators, under the guidance of the Head teacher:

- To organise Geography within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Geography and carry out INSET when required.
- To monitor and update resources and draw up a budget.