

WESTON TURVILLE CE SCHOOL

**MISSION STATEMENT-
TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS**

GEOGRAPHY POLICY

Co-ordinator	Lynne Mercer
Reviewed	Autumn 2005
Reviewed	Summer 2012
Reviewed	Spring 2017
Policy agreed	Summer 2017
Adopted by Governors	Autumn 2017
Next review date	Autumn 2021

Geography “should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.”
Curriculum 2014

Aims and Objectives

- Develop contextual knowledge of the location of globally significant places.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

These broad aims will help children to:

- Gain a sense of identity
- Appreciate other lifestyles and cultures
- Develop a sense of responsibility towards the environment, considering sustainability, change, continuity, cause and effect
- Appreciate the interaction between people and their surroundings in order to understand the significance of settlement and movement of population
- Identify physical features, such as mountains and rivers that are influencing the environment and settlement patterns
- Use evidence from a wide range of sources - ICT, newspapers, maps, globes, DVDs and reference books and develop an awareness that evidence is continually being updated and is open to interpretation
- Develop spatial awareness
- Build a knowledge and understanding of the locations of the countries of the world

Knowledge and Understanding

Pupils follow the knowledge and understanding laid down by the National Curriculum for geography.

Skills

The key skills to be developed are:

- Asking questions
- Collecting data
- Analysing and interpreting data
- Presenting findings
- Drawing conclusions
- Evaluating enquiries

The Foundation Stage

Geography is an integral part of the topic work covered during the Reception. As the reception class is part of the Foundation Stage, we relate the geographical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child’s knowledge and understanding of the world, through activities such as collecting

postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

Organisation of geography in the classroom

The subject is taught through topics across the school based on the Chris Quigley skills-based curriculum approach (see the school topic web). Wherever possible, day trips, residential visits and practical work are used to deliver the geography curriculum. The residential weeks by Year 4 and Year 6 provide opportunities to study different environments and to develop mapping skills. Field work is also experienced by other year groups in local studies and river study trips.

The key skills are developed through

- Discussion and debate
- Investigation of topical issues (such as Comic Relief, international sporting competitions)
- Fieldwork and visits
- Organisation of topic themes for display, class presentation or assembly (making use of models, maps, drawings, posters, writing, computers for investigation and/or presentation, digital camera for recording changes in the environment and tape recorders)
- Map work (see attached scheme of work)

Geography has links with other subjects throughout the curriculum and these are shown in the pupil's work. Mathematics, English, PSHE and Computing are an integral part of learning within Geography.

Safety

All visits, whether day visits, field work outside the school premises or residential must comply with the county guidelines. These include a risk assessment and filling in the necessary EV forms/using the online facility (see Educational visits representative for details). Risk assessments for some visits are located in the office.

Special needs

A wide variety of text-free resources such as pictures, maps, photographs, DVDs, models, visits and fieldwork can enable children who require first hand experience to build up knowledge and understanding.

Children who are more able can be given open ended tasks and enquiries to enable them to tackle complex and demanding issues, using a wider and more sophisticated range of sources. Teachers can help to respond to these needs in a variety of ways –

- Identifying their preferred learning style and provide opportunities for them to build on this (for example researching information)
- Challenge them to work outside their preferred learning style
- Planning work that builds on their interests and cultural experiences
- Setting them appropriate and individual targets for learning

- Developing thinking skills, focusing on knowing *how* as well as knowing *what* to learn.
- Structuring geography around an enquiry question, giving them a problem to solve.
- Giving responsibility for choosing and evaluating appropriate methods of communication

Planning for continuity and progression

The school's topic plan ensures that sufficient time is allocated in each year group to geography and, whilst it is taught in topic blocks, pupils experience the equivalent of 1 hour per week.

Individual teachers produce medium term plans for each term which are sent to the headteacher as well as being saved on the T-drive in the computer suite for the use of the HGRE Learning Team. Class teachers prepare short-term plans.

Recording

Children may record work as individuals or groups and recording can take a variety of forms, e.g. writing, diagrams, field work sketches or enquiry, IT, wall displays, drama or role play, models, collages. A combination of forms should be used in each year group.

Assessment

Both formative and summative assessments are used to plan the next stage of learning. Summative assessments are made using the Chris Quigley skills scheme and are recorded on 'skills-based assessment grids' at the end of each topic. The levels are reached via the setting of differentiated success criteria.

Evidence of individual attainment is obtained by:

- Observation of children at work
- Questioning children orally or by informal classroom tests/tasks
- Listening to children (for example, as they discuss the sort cards in the Chembakoli project)
- Formal assessment of work, using the Bucks level criteria
- Discussion with the child regarding their work

The skills-based assessment grids are sent to the headteacher and the Geography Co-ordinator for analysis and are passed onto the new teacher at the end of each year. An assessment is also provided for parents in their child's end of year written report.

Multicultural issues and Equal Opportunities

The school promotes and develops the child's experience of multicultural issues through topics throughout the school as well as whole school days focused upon these issues.). The children are encouraged to challenge stereotypes.

All children have equal access to the geography curriculum. On a global scale, they are made aware of equal opportunities issues through "What's in the News", and the study of a village in India.

Monitoring

Governors may use various strategies to monitor the policy including:

- focused governor visits
- termly Learning Team reports
- accompanying classes on visits
- looking at children's work

The Role of the Co-ordinator

The Co-ordinator monitors teaching, progress and standards in geography by:

- observing lessons and giving feedback
- assessing teachers' termly plans
- work scrutinies
- informal discussions with teachers, TAs and children
- analysing skills-based assessment grids

The co-ordinator also:

- takes the lead in policy development and topic planning to ensure progression and continuity in geography throughout the school.
- supports staff in their development of medium term plans, implementation of the scheme of work, assessment and record keeping.
- takes responsibility for the purchase and organisation of resources.
- keeps up to date with developments in geography education and disseminates information to colleagues as appropriate.
- makes a termly report to governors' curriculum committee.
- ensures that this policy is reviewed regularly, involving the headteacher and staff as appropriate.

Appendix 1 **Resources**

Class R

Infant Atlas
First Atlases
Pictures of children from different countries
Map of world poster
Globe

Class 1

20 Infant atlases
1 Going Places book
Map of world poster
Globes

Class 2

1 globe
Map of world poster
World Flags poster
Seaside Photographs
Seaside Playmat
Isle of Coll set

Class 3

Class set Junior Atlases
1 Going Places Introductory
1 Globe
Roamer
Mapstart
15 Through the Window by Jean Baker
Rainforest packs
Map of world poster
World Flags poster

Class 4

Mapstart 2-class set
Chembakoli packs, including laminated photos and worksheets
Class set Junior atlases
India flag
Chembakoli resources
Map of world poster
World Flags poster

Class 5

Mapstart 3-class set
1 Globe
Class set Primary atlases
Map of world poster

World Flags poster

Class 6

The Mountain book-19 pupils books & 1 teachers book

Mapstart 4-class set

Class set Primary atlases

Going Places 4-class set

Rivers pack

Water & Waterways-pack and video

Water-posters & resources inc. water cycle

Down a River-6 books

Map of world poster

World Flags poster

Volcano books

Resources room cupboard

Relief map of British Isles

Inflatable Globe

Photopacks-Deserts, Polar regions & Transport & communications

File of worksheets & course notes

Cloth maps of Great Britain and Europe

OS maps of Aylesbury & Leighton Buzzard areas (class set)

Assorted maps and plans

Investigating local streets & shops (book)

Blue wallet containing buildings & land use worksheets and ideas.

Wipe-on/wipe off maps of British Isles/Europe

Laminated aerial maps of the local area

Laminated OS maps

Jigsaw maps

*There is also a relief map of the BI in a cardboard package at the side of the science cupboard.