



St. Leo's and Southmead Catholic Primary School Serving the Community

Geography Policy

2018-2019

To be reviewed September 2019

Spiritual, Moral, Social and Cultural Development

St Leo's and Southmead Catholic Primary School is committed to developing pupil's spiritual, moral, social and cultural awareness. Geography will make a particular contribution, by studying the way people live in the United Kingdom and overseas; their characteristics, diversity, motivations and attitudes toward their environment. It will also encourage pupils to evaluate, respond and protect their environment. The pupils will have the opportunity to explore and develop their own values and beliefs, their own spiritual awareness and will become more aware of different cultures.

The Nature of Geography

"A high-quality geography education 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. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time."

National Curriculum 2014

Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and about developing an awareness of the wider world. It stimulates children's interest in their surroundings thereby enhancing their sense of responsibility for the care of the Earth and its people.

Planning and Delivery

Both Key Stage 1 and Key Stage 2 follow the National Curriculum 2014 and will also use 'Chris Quigley's Essentials Full Spectrum Curriculum', as this provides a full spectrum of opportunities within Geography and caters for a full spectrum of abilities. A Curriculum Map is created for the year and the teachers plan according to the objectives provided by the Geography Subject Manager.

Appropriate Foundation Stage statements are taken from the Development Matters document and are identified. These encourage the children to show curiosity and interest by exploring their surroundings and investigating places by identifying key features and stating their likes and dislikes. Details and guidance in E.Y.F.S. Policy.

Geography is taught every week in Key Stage 2 consisting of mapping skills (a map is on display in each classroom) and a termly themed week is carried out, which is organised by the Geography Subject Manager. Foundation, Key Stage 1 and Key Stage 2 participate in the termly themed week. Activities both within the Classroom environment and outside are planned for all children irrespective of ability. The fieldwork activities are an important part of geography and form an integral part of the geography curriculum planning.

The Essential Characteristics of Geographers –

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in a very good knowledge and understanding about current and contemporary issues in society and the environment.

(Chris Quigley Education Ltd)

Foundation

Pupils develop a knowledge of the world that they are part of, by finding out about the area around the school, the local village and the nearest city. They look at similarities and differences in environments and populations both locally and around the world.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance locational awareness.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Equal Opportunities

At St Leo's and Southmead Primary school we recognise the responsibility of all schools to provide a broad and balance curriculum for all pupils. In geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify , as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Assessment, Recording and Reporting

Teacher assessment will be carried out to identify individual strengths, weaknesses and needs.

The assessment of pupils work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement;
- To help plan for progression, continuity and target setting for pupils, and inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in

to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision.

Resources

The children have access to a number of resources that will aid their learning, these include:

- Atlases (Specifically for Key Stage 1 and 2) Globes
- Maps
- Photographs (including aerial)
- Compasses
- Books
- Games
- Plan Bee resources

All resources are easily accessible and are located in the resource cupboard or in relevant key stages.

Management, Support and Review

The Geography Subject Manager provides support and information when required and is responsible for reporting back from courses and arranging INSET as necessary. The Subject Manager is also responsible for monitoring reviewing of the curriculum taught and the organisation of the themed weeks.

In consultation with senior management, the Subject Manager will make arrangements for the monitoring and implementation of this policy. They will also ensure the dates are published for the review of the documentation and the next phase for development.

SAFEGUARDING STATEMENT

In the light of current legislation, we fully acknowledge our duty to safeguard and promote the welfare of all children. We recognise and uphold the statutory duties regarding Child Protection.

Through our day to day contact with pupils and direct work with families, we have a crucial role to play in identifying indicators of possible abuse or neglect and referring them to the appropriate agency.

We acknowledge all children can be subject to abuse regardless of age, culture, race social background, gender or ability. All children have a right to grow up safe from harm.

This policy sets out how St Leo's and Southmead governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Child protection is a part of safeguarding and promoting welfare, which refers directly to activity that is undertaken to protect specific children who are suffering, or are at risk of suffering significant harm.

Background Documentation

The National Curriculum 2014 and Chris Quigley Essentials Full Spectrum Curriculum 2013