

Geography Policy

Hollywood Primary School



This policy was reviewed by: Caroline Powell, Curriculum Leader
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Approved by Governors:
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Introduction

This policy statement outlines the purpose, nature and management of the geography taught and learned at Hollywood. The implementation of this policy is the responsibility of all the teaching staff.

Rationale

Geography is about people, places and the processes that affect each other of these. Geographical studies enable children to make sense of their surroundings and gain a greater understanding of daily life at local, regional, national and global levels. Geography is taught to help pupils develop a sense of identity through learning about people and places. Through embedding geography in the creative curriculum, children recognise the meaning in what they are being taught and can make links between geography and a wide range of other subjects.

Aims

The aims for teaching geography at Hollywood are that geography should:

- stimulate pupils' interest in their surroundings and the variety of physical and human conditions on the earth's surface
- help pupils to develop a concern and awareness about the quality of the environment
- enhance pupils' sense of responsibility for the care of the earth and its inhabitants
- develop children's understanding of the concepts of physical processes, location, place, direction, distance and accessibility
- develop children's skills of first hand observations and measurement, recording observations, recognizing change and patterns, using and producing maps, studying atlases and globes and interpreting photographs
- enable children to construct a framework of knowledge about their local area, their own country and other parts of the world which will allow them to place information within appropriate geographical contexts
- be enjoyable and interesting
- encourage children to use a range of vocabulary when talking about their surroundings and the surroundings of others.
- broaden children's understanding of how the geographic process effects us and develop creative thinking e.g What would the future look like if...
- be relevant, with flexibility in the curriculum to use current phenomenon into topic subject (e.g Tsunami)
- teach children how different cultures adapt and thrive in extreme environments through resourceful intellect
- encourage children to take an interest in and responsibility for resources, wastefulness and sustainability

Creative Curriculum

At Hollywood we recognise that children bring to school different experiences, interests and strengths. By presenting the children with positive images of different cultures, genders and societies they will begin to understand the rich diversity of our world. Topics in KS1 and KS2 form part of the whole school long term plan and ensures coverage of the key skills, aims and objectives required by the National Curriculum

(2014). The creative curriculum enables geographical links to be made to other areas of the curriculum and these include key questions, specific learning objectives, activities, resources and criteria for assessment. Teacher's professional judgement enables geographical links to be made through the creative curriculum enables children to see the value in their learning by recognising links between subjects. Pupils will also be able to transfer their skills and understanding within different areas of the curriculum through learning geography in this way. The geography scheme of work provides a focus for understanding and resolving issues about the environment and sustainable development and it provides moral, social and cultural development.

Continuity and Progression

The school's planning cycle uses the National Curriculum (2014) as a guide. Children in the Foundation Stage will develop concepts and skills through a cross curricular approach to learning. The Foundation Stage staff will liaise with the Geography Subject Leader in order to ensure continuity and progressions from Foundation Stage to Key Stage 1. The long term plan is designed so that the children's learning begins with their immediate local environment and as the children move through the school their knowledge will widen to the United Kingdom, Europe and the wider world. Pupils in Key Stage 1 will be introduced to geography through personal experience, photographs, simple maps and stories. They will study the wider world and make comparisons with their own locality. They will begin to practise the geographical skills that will be developed further in Key Stage 2. The use of a Cross Curricular Tracking Document and the school's planning cycle ensures coverage of the requirements of the National Curriculum as the children progress through the school.

Time Allocation

Each year group has two geographical topic themes per year, one based on physical geography and one based on the three concepts of space, place and scale which focus on links on local and global scales and the children's part in the changing world. This adds depth and supports the children's deeper understanding of people, places and the environment. Teacher's use their professional judgement as the most appropriate manner for the delivery of geography, for example weekly sessions, blocked in one or two week periods or covered in fewer longer sessions if required, for example a geography themed day. We encourage the delivery of geography through other subjects such as Literacy, and also through cross-curricular links and enrichment opportunities.

Resources

Children will have opportunities to use a range of resources: globes, maps, atlases, photographs, books, games, measuring equipment and instruments, the internet and a variety of computer software. Resources are stored in the main Resources Room in topic themed and geographical skills boxes with atlases being kept in Key Stage boxes in the Library and maps and posters in the Resources Cabinet.

The Geography Co-ordinator has the responsibility for managing and organising resources. In consultation with the Curriculum Leader and teaching staff, the Co-ordinator will purchase additional resources from the yearly capitation bid. It is each teacher's responsibility to ensure that resources are returned to the Resources Room at the end of a unit. This will enable the Geography Co-ordinator to maintain the standard of the resources.

Teaching and Learning Approaches

Teachers will Children should be encouraged to develop questioning and evaluation skills. A variety of teaching approaches are used at all levels and these are supported through the available teaching resources. A wide range of sources, including books, maps, documents, pictures, photographs and artefacts, as well as ICT, will be used to help pupils discover more about the environment locally, nationally and globally. Children will be engaged in a variety of investigative activities. Investigation, research and enquiry will be the predominant teaching and learning styles, placing emphasis on the pupils' abilities to ask questions and making use of the outside environment wherever possible and appropriate.

Assessment, Recording and Monitoring

Teachers need to satisfy themselves that their children are progressing and their teaching methods are effective to that end. Each class teacher has responsibility for assessing, recording and reporting pupil's progress and attainment in geography. Assessment should take place during the focused units of study and recorded at the end. The Curriculum Leader and Geography Co-ordinator will offer advice and support on an informal basis to individual teachers and/or year groups as well as provide inset training.

The geography attainment targets from the National Curriculum form the basis of assessment in Key Stages One and Two. Teachers record children's knowledge and understanding of each study unit using the school's foundation subject assessment sheet, noting down children who have achieved the requirements of the topic, those who have exceeded them and those who have not yet met them. Assessment for all children is carried out through classroom observations, review of the children's work and discussions with the children. Assessments identify emergent, embedded and exceeding skills and allow for the provision of equal opportunities and inclusion.

Monitoring will be carried out by the Geography Co-ordinator and the Curriculum Leader. This will include Learning Walks, monitoring of books and the Cross Curricular Tracking Document as well as pupil interviews. This will be reported to the leadership team and governors will be informed.

Differentiation and Special Educational Needs

Through careful planning, the study of geography will engage all children in a variety of differentiated activities such as written, spoken and practical. Teachers are responsible for identify and planning for differentiation in individual lessons and for individual groups or children. Able children are extended through extending the breadth of study and through the provision of activities and learning experiences which allow them to access high levels of attainment. Support for SEN pupils follows the school policy. Help and ideas can be requested from the Curriculum Leader and Geography Co-ordinator.

Health and Safety

All teaching and learning follows the school's Health and Safety Policy. All fieldwork and studies will follow the school's policies. A risk assessment of the site must be carried out and checked prior to the children's arrival on off-site visits.

Review

The Curriculum Leader and *Geography Co-ordinator* produce a subject Action Plan annually.