



## Sacred Heart Primary School Geography Policy

### ***Mission Statement***

*Our mission is to create a harmonious community where each individual is a valued member who may ~ Grow in Love ~ enriched by the teaching and doctrines of the Catholic Church.*

### **INTRODUCTION AND AIMS**

At Sacred Heart we recognise that Geography, in accordance with the National Curriculum, 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.

This teaching must be done in such a way that the children deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geography lessons provide the knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography is an important part of the National Curriculum. When children leave education, we hope they will have the knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### **OBJECTIVES**

The National Curriculum focuses on many different areas of learning within Geography as a subject. Initially, the children will develop an awareness of the world in which they live in, before looking more closely at the interactions between human and physical processes.

Our objectives are:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To 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
- To be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **CURRICULUM CONTENT**

The Geography Curriculum is based on the guidance from the National Curriculum. The school uses a cross-curricular approach to encourage immersive learning. Topics for each year group are

chosen from the National Curriculum based on this cross curricular approach. Geography is taught for one lesson a week on an alternate half termly rota between History and Geography.

## **PLANNING**

As a whole school we follow the guidance from the National Curriculum and use our cross curricular approach to plan and deliver lessons. Careful consideration is given to the knowledge, skills and understanding that the pupils need to acquire before moving onto the next phase of their education.

Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. A coherently planned and sequenced set of lessons is taught using our progression of knowledge and skills document which consistently builds on previous understanding to embed key concepts in the long-term memory. This repetitive approach ensures that geographical skills and concepts are weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of key concepts, knowledge and skills.

Teachers create long, medium and short term plans focused on the cross circular approach per each half term.

Lessons will build on the learning experiences and concepts across the key stages to provide continuity and progression of learning. Children have opportunities to revisit, apply and extend what they have already covered to ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the knowledge and skills needed for mastery of a subject.

## **LONG TERM PLANNING**

Long term planning is based on deepening the children's understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

## **MEDIUM TERM PLANS**

Teachers follow medium term plans for each topic. These plans provide learning objectives and activities which the individual teachers can then adapt to meet the needs of their class.

A copy of the medium term plans are saved on StaffShare in the Geography folder.

## **SHORT TERM PLANNING**

Short term plans are created by the class teacher from the medium term plans, to match the needs of their pupils and are linked to the National Curriculum objectives and learning outcomes.

## **GEOGRAPHY IN THE EARLY YEARS (EYFS)**

In Nursery and Reception, all children are taught geography as an integral part of the learning covered during the academic year. The objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs):

- To know some similarities and differences between different religious and cultural communities.

- To know some similarities and differences between the natural world around them and contrasting environments.
- To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non fiction texts and when appropriate maps.
- To explore the natural world around them, making observations and drawing pictures of animals and plants.
- To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

In planning and guiding children's activities, teachers constantly reflect on the different ways that children learn and this is seen in their practice. It allows the teaching staff to provide all children with rich opportunities through playing, exploring and active learning. Children are continually encouraged to make meaningful connections in their learning.

### **DIFFERENTIATION**

As with all other areas of the curriculum, the purpose of differentiation in Geography is to:

- Enable children to succeed in a set task or activity.
- To challenge children beyond their comfort zone.
- To enable children to recognise their achievements and celebrate these.

Differentiation in teaching and learning activities takes many other forms e.g. open-ended questions, activities which take account of different learning styles, adapted resources and support materials, LSA support, pupils paired with learning partners, extension activities for more able pupils.

### **ADDITIONAL EDUCATIONAL NEEDS**

Our school curriculum policy states that we provide a broad and balanced education for all our children. When teaching Geography, we ensure that we provide learning opportunities matched to the needs of children with additional learning needs.

### **CULTURAL CAPITAL**

Children regularly access a range of resources to acquire learning through atlases, globes, books, pictures and photographs. Teachers plan fieldwork opportunities, which provide vital opportunities for children to enhance their cultural capital by integrating their knowledge into larger concepts and apply to the real-life world.

### **ASSESSMENT**

#### **INFORMAL ASSESSMENT**

This takes place in many forms including general classroom observation, contributions to classroom discussions, pupil self-assessment e.g. topic mind maps, peer assessment e.g. response partners, contribution to classroom displays and marking of formal written work in Geography books.

## **MARKING**

Marking pupils' work will be approached positively so that it celebrates success and encourages future learning. Marking in Geography follows the school's marking policy. Teachers use a 'star' to identify successes against the learning objective and 'a wish' to extend the learning and challenge the children to a deeper understanding. The children respond to marking in green pen.

## **FORMAL ASSESSMENT**

Half termly assessments will be recorded for each pupil in each year group. Teachers use specific topic criteria to judge whether a pupil is Working Towards, Working At or Working at Greater Depth. They assess the pupils with particular focus on knowledge and understanding.

At the end of the year the overall assessment of each pupil is recorded.

Moderation of work takes place at staff meetings, where pupils' books are shared and judgements are agreed.

## **DIGITAL LEARNING**

We have an interactive whiteboard in every classroom and a very well equipped IT suite which is used to enhance geography teaching and learning.

The children find, select and analyse information, using the internet and through the use of software such as PowerPoint, Publisher, Word, Graphic Design programs etc.

The pupils also use a digital camera and a video camera to record geographically linked experiences.

Staff are supplied with links to useful Geography websites.

## **HEALTH AND SAFETY**

Teachers must complete risk assessment for any historical visits, and give due consideration to the safe use of resources and artefacts that they use to support their teaching of Geography.

Any broken, damaged or dangerous resources should be brought to the attention of the Geography Coordinator.

## **MONITORING**

The level of teaching and learning in Geography will be monitored through:

- Book checks
- Monitoring of plans
- Learning walks
- Level analysis
- Work moderation
- Pupils and staff questionnaires

## **STAFF AND SUPPORT**

At present all the teachers responsible for classes teach Geography to their children. Geography is supported by the Geography co-ordinator who is in turn supported by Geography Governor, and other Geography leads through subject leadership meetings.

Training opportunities are available to all members of staff.

The Geography co-ordinator provides INSET training for Staff on areas for development and new initiatives.

## **RESOURCES**

There is an annual budget provided for Geography which is in line with the amount provided for core subjects.

Most Geography resources are kept individually in the relevant year groups 'eves' cupboards.

Geography resources include a wide range of pupil and teacher books, posters, globes, atlases and DVD, as well as fieldwork equipment and resources.

Class Sets of map and atlases are stored in each classroom cupboard.

Foundation Stage has its own resources within the Reception class area.

The School Library also contains a variety of Geography related books for pupils to borrow.

## **REVIEW AND DEVELOPMENT**

This is initially the concern of the Headteacher, designated Geography Governor and the Geography co-ordinator before reporting to the governors on Geography. It is then looked at by the staff as a whole. Occasionally this may be reversed and the staff may come together as a group to discuss new developments.

The Geography co-ordinator meets annually with a designated Geography Governor as part of a review and consultation process.

The Geography policy will be annually reviewed and updated where appropriate.