

WOOLENWICK JUNIOR SCHOOL

GEOGRAPHY POLICY V1

Policy Name	Geography Policy
Created by	Mark Borland/Karen Jones
Responsibility of	Karen Jones/Improvement
Reviewed by	Sean Randall
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Version History

Version	Amendments	Date	Author
V1	Original document based on new curriculum	11/02/15	M. Borland/ K. Jones

Aims

Woolenwick Junior School aims to give a high-quality geography education that will 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 natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Objectives

At Key Stage 2, Geography is about developing knowledge skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world. Through Geography, pupils develop:

- Geographic enquiry and skills.
- Knowledge and understanding of places.
- Knowledge and understanding of patterns and processes.
- Knowledge and understanding of environmental change and sustainable development.

Pupils will be able 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.
- 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.
- 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.

Expectations

By the end of Key Stage 2, most pupils will be able to:

- 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.
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Breadth of Study

Pupils will be taught:

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Planning

- The school has adopted the International Primary Curriculum scheme of work to ensure appropriate breadth, continuity and progression.
- The units of work are located within the whole school curriculum map and identify which unit should be taught in which term of which year.
- Medium term planning is provided for guidance. This identifies time allocations, the learning objectives and outcomes and suggests activities that will enable these to be achieved.
- Teachers use these medium term plans as the basis for their short term planning. They modify the plans, adapting ideas in the light of assessment and the needs of their class.
- Plans are monitored either by a member of the Senior Leadership Team or by the Geography co-ordinator.

Teaching and Learning

The school uses a variety of teaching and learning styles in Geography.

- We aim to provide information in a variety of ways and we promote active learning experiences that engage pupils and make learning worthwhile, interesting and fun.
- We provide a variety of Visual, Aural and Kinaesthetic teaching and learning material and give opportunities for pupils to record their understanding in a variety of ways.
- We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give pupils the opportunity both to work on their own and to collaborate with others, listening to other pupils' ideas and treating these with respect.
- In all classes there are pupils of differing ability. We recognise this fact and provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies:
 1. setting common tasks that are open-ended and can have a variety of results;
 2. setting tasks of increasing difficulty where not all pupils complete all tasks;
 3. grouping pupils by ability and setting different tasks for each group;
 4. providing a range of challenges through the provision of different resources;
 5. Using additional adults to support the work of individual pupils or small groups.

Work at Home and Outside of Lessons

Many activities provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks include:

- Finding out more information from, family, friends and others.
- Collecting material from home.
- Collecting data and information by researching topics at home, in local libraries and via the internet.
- Visiting places of geographical interest in the locality.

The school is also keen to broaden pupils' experience and there is a school trip with a Geography focus for each year group every year.

Contribution of Geography to Teaching in Other Curriculum Areas

English

- Reading and writing are essential for the processes of finding out about and communicating an understanding of Geography.
- Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives on their world.
- Important skills in information retrieval, classification and interpretation are taught through geography. Pupils should be taught to find and select information from a range of sources including books, articles, maps and newspaper reports.
- Pupils should be given the opportunity for extended writing in both fiction and a range of non-fiction genres.

Maths

- Many units provide opportunities for pupils to develop mathematical skills. In some units pupils work with numerical data which relate to real life situations.
- Pupils are given opportunities to collect, record, present and interpret data.
- Mathematical skills are also developed in the context of map work.

Computing (ICT)

Computing can help pupils' learning in Geography by:

- Enhancing their skills of geographical enquiry.
- Providing access to a range of information sources including CD ROMs and the internet or data analysis via databases or spreadsheets.
- By supporting the development of their understanding of geographical patterns and processes.
- Providing access to images of people, places and environments.
- Contributing to pupils' awareness of the impact of Computing on the changing world.

Personal, Social and Health Education (PSHE) and Citizenship

Geography contributes to the teaching of elements of personal, social and health education and citizenship. The pupils discuss how they feel and what they have learnt from their own research and learning and that of others. They have the opportunity to discuss pertinent issues raised by the topics through the Global Dimensions strand in each unit of learning.

Spiritual, Moral, Social and Cultural Development

- The teaching of art and design offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons.
- Groupings allow pupils to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others.
- Their work in general helps them to develop a respect for the abilities of other pupils and encourages them to collaborate and co-operate across a range of activities and experiences.
- The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves.
- They also develop an understanding of different times and cultures through their work on geographical issues.

Inclusion

- Geography forms part of our school curriculum policy to provide a broad and balanced education to all pupils.
- We teach Geography to all pupils, whatever their ability or achievement.
- We try to empower all pupils to achieve all that they can.
- We provide structured support and careful differentiation to ensure appropriate challenge.
- Where appropriate we may adapt activities to enable a pupil to complete an activity.
- Teachers provide learning opportunities that are matched to the needs of pupils with learning difficulties. Work in Geography takes into account the targets set for individual pupils' needs.

Assessment and Recording

- Teachers assess pupils' work in Geography by making assessments as they observe them working during lessons.
- They note the progress that pupils make by assessing the pupils' work against the learning objectives for their lessons. Teachers use their assessments to plan the future work for pupils.
- Teachers complete an end of unit assessment where they identify those pupils who have made either more or less than expected progress.
- Teachers make an annual assessment of progress for each pupil, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Resources

- Our school has a wide range of resources to support the teaching of Geography across the school.
- Resources linked to topics are kept in the Resources Room. This room is not accessible to pupils (all resources are listed on the shared drive).
- We have a large number of related texts that are in the School Library. Teachers are encouraged to make displays of linked texts in the class for easy reference.

Monitoring and Review

- The monitoring of the standards of pupils' work and of the quality of teaching in Geography is the responsibility of the Geography subject leader.
- The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- The Geography subject leader gives the Headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.