



Geography Policy

January 2020

Approved By:	Date:
Next review Due by:	
Any signature required:	



All things are possible for those who believe. (Mark 9:23)
Learning together we grow in faith.

Introduction

This policy reflects the school values and philosophies in relation to geography. It sets out a framework within which the staff can operate. It is in conjunction with the National Curriculum for Geography.

The policy has been drawn up in agreement with the staff and has the full agreement of the governing body.

Aims and Objectives.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities.

Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Assessment

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

Assessment of learning (AoL) – summative assessment

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned and is used in conjunction with APP (Assessing Pupils Progress).

Assessment for learning (Afl) – formative assessment

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

At Little Heaton CE Primary School we recognise that AFL lies at the heart of promoting learning and raising standards of attainment. We further recognise that effective AFL depends on actually using the information gained.
(See Learning and Teaching Policy).

Role of the coordinator

The coordinator is responsible for coordinating geography throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how geography should be taught.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of geography throughout the school.

Role of the class teacher

- To ensure progression in the acquisition of geographical skills with due regard to the National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify inset needs in geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for geography, liaising with coordinator where necessary.
- To inform parents of pupils progress, achievements and attainments.

Equal opportunities

(See Equal opportunities policy).

Parental Involvement

At Little Heaton CE Primary School we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child.
- Inviting parents into school in the summer term to discuss the yearly report.

Having an 'open door' policy where parents are free to speak to class teachers either before or after school each day.