

Leominster Primary School Geography Policy



Introduction

This policy outlines the teaching, organisation and management of the Geography taught and learnt at Leominster Primary School. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Geography encourages children to learn through experience, particularly through fieldwork and practical activities.

Aims

Good Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

Objectives of Curriculum

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

In Key Stage 1 these focus areas can be taught in the following teaching units

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United kingdom
- The World

Key Stage 2 these focus areas can be taught in the following teaching units

- The local area
- The United Kingdom
- A region of a European country
- A region within North America or South America
- The human and physical geography of the world

Teaching

Teaching time

In order to achieve the objectives of the Geography Curriculum, the subject should be taught either as an isolated topic or if possible, integrated with other subjects through a half termly or termly topic and other subjects are linked in with it.

Organisation

In lessons, a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways, including the use of ICT
- Commercially available packs which are used to support topic work and geographical themes.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Planning

Planning is carried out on 2 levels:

- Long term planning of topics covered, which are shown in the curriculum/topic overviews and subject break downs.
- Termly planning for each unit according to the school's foundation planning template.

Planning is the responsibility of individual teachers and should be used to

- Set clear learning objectives.
- Ensure work is matched to pupil's abilities and interests.
- Ensure progression, continuity and subject coverage.

Assessment and Marking

The assessment of geography is carried out in accordance with the school's foundation assessment marking policy. Children will be continually assessed within geography against each of the objectives, through both written and verbal responses. Teachers are also encouraged to keep electronic evidence (photographic). After each objective is taught, a judgement will be made based on the children's overall understanding and recorded as one of the following; 'greater depth' understanding, 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers will track children's progress on class objective sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year. Every day 'formative' assessments will also be used to help to gauge pupil understanding and inform future planning. Discussion and dialogue are essential, and will enable pupils as well as teachers to evaluate progress. The teacher will pass on relevant information to other teachers. Parents' evenings are opportunities for work to be viewed and discussed. Written annual reports provide both parents and future teachers with information about pupil achievement within geography.

Marking within geography will indicate whether the objective has been met (LO met or a tick if a question has been used instead of an LO). When the LO has not been met the marking will give guidance on how they might improve – this could be through a question for the children to respond to. As per the agreed marking policy, within KS2, yellow highlighted marking will be used to identify up to three key vocabulary spelling errors and/or age appropriate spelling errors in each piece of work for the children to correct. Teachers should also comment on presentation and layout, within KS1 and KS2, when appropriate and house points may be awarded. If a child is absent due to intervention, this needs to be recorded in their book.

Record keeping

Records of pupil's achievements are kept to:

- Plan for pupil's future learning
- Report progress to parents
- Maintain a written record of a pupils learning
- Provide a curricular record of each pupil.
- Make whole school judgements on standards in the subject.

Resources

The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlas's and globes. Resources will be kept in the Geography resource area and sometimes in classrooms.

ICT

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, data loggers and audio visual aids, CD-ROMs and DVDs. The computer suite may be used to enhance lessons and enable children to research and find information on the internet to support their learning.

Management of Geography

Role of the Subject leader

The role of the geography subject leader is to;

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school.
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in geography and advise the head teacher on action needed
- Conduct work sampling regularly focussing on different aspects of teaching and learning.
- Take responsibility for the purchase and organisation of central resources for geography.
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

Role of the Head teacher

- Lead and monitor the implementation of this policy
- With the Geography Subject Leader monitor the teaching and learning of pupils.
- Reflect on subject development plans and annual subject profile

This policy will be reviewed regularly.

Geography Co-ordinators: R.Gunnell and T.Cunnington

Date of last review: July 2019

Date of next review: July 2021