



**Rudston Primary School**

**Geography Policy**

**Date: September 2018**

**Subject Lead: Mr. J. Clarke**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2018**

**Review Autumn Term 2019**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

## **Aims & Objectives**

Geography is an essential and valued element of the National Curriculum. The Royal Geographical Society recognises Geography as much more than just a subject to be taught:

*'Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live'*

Geography is a way to explore, appreciate and understand the world around us. It stimulates curiosity and imagination. Through our curriculum we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes. Geography should always be relevant to children's' lives.

It is our aim to provide the children in our care with the opportunity to experience geography to the fullest extent and to develop an understanding of the world around them

We achieve this by:

- Providing the highest quality teaching and learning experience possible. Our children develop a curiosity and fascination about the world around them through interaction, investigation and actually 'living in and experiencing' the world.
- Seeking the highest professional standards at all times, thus striving to provide a meaningful, stimulating and rich curriculum. We provide opportunities for staff to learn and further develop their geographical skills and knowledge, in order to provide the best for our children.
- Promoting excellence and enjoyment in the subject. Delivering the subject in a topic based format allows opportunity for cross curricular learning which enhances key skills and allows for progression across all curriculum areas.

## **Teaching and Learning Styles**

Each classroom teacher has the responsibility to deliver a stimulating and varied Geography curriculum through the Learning Challenge topics. Teacher's must plan and teach appropriately for all lessons, showing clear differentiation and challenge in order to meet the needs of all learners. A variety of teaching approaches should be used to teach Geography including:

- Whole class teaching
- Talking partners
- Mixed ability group work (co-operative groups)
- Problem solving and investigation
- Practical work
- Question and answer sessions, discussions and debates
- Individual and group research
- Use of key questions to promote higher order thinking skills
- Role play and drama
- Fieldwork and visits

Formative assessment should take place in a range of ways including pictures and video, speaking and listening, presentations, displays and recording in books. Our school marking

policy should be adhered to when marking work recorded in books. Summative assessment should be undertaken through our assessment procedure for foundation subjects.

### **Geography Curriculum Planning**

**Implementation** - At Rudston Primary School we implement the Geography curriculum through the Learning Challenge Curriculum. This imaginative topic based curriculum successfully builds on pupils' cross curricular skills and knowledge as they move through the school. As most of the topics are related to national and local events, the needs and interests of all pupils are met.

The teaching of Geography through the Learning Challenge Curriculum focuses on enquiry based learning. At the start of each new topic children have a 'pre learning challenge' to investigate possibly through Learning Log homework. Each objective within a topic is question based to allow for independent and team work enquiry, discovery, research and investigation. Progression is planned within the curriculum so that children are increasingly challenged as they move up through the school

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

**Foundation Stage** - We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through Early Learning Goal 13 'People and the Communities' and Early Learning Goal 14 'The World'.

**Key Stage One** - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Key Stage Two** - Pupils should 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

The curriculum is suitably differentiated to suit the needs of all children, including those with special educational needs and we take into account the targets set for individual children in their Individual Education Plans (IEPs). All necessary adaptations will be made to enable all children to access the curriculum. Geography provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for geography will be identified by the class teacher and the co-ordinator for gifted and talented children and the geography subject leader will be informed.

## **Assessment and Recording**

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows teachers to create detailed planning based on a sound knowledge of each pupil. During the planning stage, clear learning objectives for each lesson are set and opportunities for ongoing assessment are identified. As with all subjects taught at Rudston Primary School class teachers use Assessment for Learning (AfL) to continually inform and adapt their planning to suit the needs of the children in their class. Self-assessment and peer-assessment are also encouraged in order to foster independence and develop the children's evaluative skills. Children will be assessed using the school assessment tracking grid designed for foundation subjects with reference to the Learning Challenge Curriculum.

The geography subject leader will keep samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

## **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area. We also offer them the opportunity to take part in residential visits to Crosby Hall, PGL and London which can enhance their geographical understanding.

## **Monitoring and Review**

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for:

### **Curriculum Design**

- Prepare the school's Geography Curriculum Policy document (in consultation with other teachers and the head teacher).
- Be involved in long-term planning for the whole school.
- Work with staff to co-ordinate medium term planning from the Learning Challenge Curriculum.
- Encourage cross-curricular links/approaches through the learning challenge curriculum

### **Communication**

- Encourage positive, enthusiastic attitudes towards geography.
- Work alongside other members of staff, offering advice and support.
- Promote links with other schools, outside agencies and facilitate parental involvement.
- Support the integration of ICT in geography.

- Celebrate the geography that is going on in school e.g. through displays

### **Monitoring**

- Monitor standards of geography by looking at examples of pupils' work across the school.
- Observe, on occasion, the teaching of geography in different age phases.
- Review the geography policy, scheme of work and resources.
- Ensure that work is celebrated through displays in classrooms and in different areas of school.
- Undertake an audit and evaluate the existing resources and their relevance to the geography scheme of work.
- Prioritise resources needed and manage the budget and purchases of new resources.
- Professional Development
- Keep up to date on all the latest developments in geography
- Set a good example of classroom practice.
- Promote Geography good practice throughout the school - support and extend good practice among your colleagues in their classes.
- Attend appropriate CPD courses and report back to staff, as well as sending other members of staff on appropriate geography courses.
- Provide guidance to all members of staff.

**Signed:** J. Clarke

**Date:** September 2018