



HURST GREEN

Church of England Primary School

Geography

*Policy Statement
November 2015*

Signed (Chair of Governors):

Signed (Head Teacher):

Date:

This policy will be next reviewed: November 2017

At Hurst Green, Geography will be taught through a study of blocked units. These units will be largely historical or geographical and so taught as separate subjects but, where appropriate, cross-curricular links will be made.

In KS2, all classes will study a different place in the UK and Globally within a two-year cycle. This will give opportunities for the children to display and present their work to each other and for them to make comparisons between the places studied. This will also give the children opportunities to build on skills previously learnt, so that their work can become more independent and less directed by the time they are in upper KS2.

A balance of History and Geography will be achieved over a two year cycle.

AIMS

The whole school approach will ensure that continuity and progression are maintained throughout and can be identified in our medium term plans.

At Hurst Green 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)

Teaching Methods

The National Curriculum states that pupils should be given opportunities to:

- observe and ask questions about Geographical a features and issues
- collect and record evidence to answer questions
- analyse the evidence, draw conclusions and communicate findings

Children will experience a balanced approach involving class teaching, fieldwork, discussions, individual and collaborative group work and research, first hand experience and the use of secondary resource material, depending upon what is appropriate and available at the time.

However, it is our belief that children learn best through 'first-hand' experience and this has been taken into account when choosing our UK localities in Geography, to maximise the opportunity for fieldwork.

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 and physical geography and Geographical skills and fieldwork.

We recognise that in all classes children have a wide range of ability in Geography, and we seek to 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 tasks which are open-ended and can have a variety of responses;
- □ setting tasks of increasing difficulty,
- □ grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

Cross Curricular Links

A great deal of Literacy is incorporated into the units and Science - also taught through the blocked unit approach - will be linked with Geography where appropriate. Other areas of the curriculum e.g. Maths, Art, RE, Music, Drama, DT and Computing, will be integrated to varying degrees depending on individual units and only when appropriate.

Geography curriculum planning – Key Stage 1 and 2

We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term). The long-term plan maps the Geography topics studied in each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study Geography topics in conjunction with other subjects; some topics have a particular geographical focus. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use the key skills from the new National Curriculum 2014 as the basis for our whole school coverage and therefore our medium term planning, which gives details of each unit of work for each term. The subject leader monitors and reviews these plans on a regular basis.

The class teacher writes the lesson plans for each Geography lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although she and the subject leader often discuss them on an informal basis.

Being a small school our class organisation may vary from year to year. The units shown may have to be changed to take account of the movement of children. Our curriculum maps will, therefore, be subject to regular review.

Assessment

At the beginning of a unit the teacher assesses the pupil's prior learning.

Class teachers assess children's geographical skills through observation and discussion of their work. The children are also involved in self evaluating their learning. Teachers will assess children's work by making informal judgements during lessons. On completion of a

piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress.

At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum expectations. We use these as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

The Geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Inclusion

At our school we teach geography to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we aim to provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's (2014) year group expectations allow us to consider each child's attainment and progress in relation to that expected. This helps ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlases, globes, digital maps (from the Internet). Resources will be kept in labelled topic boxes in the central resource cupboard and sometimes in classrooms.

Monitoring and review

The role of the subject leader will include:

- leading the preparation and discussion for developing schemes of work in Geography
- providing support for staff
- ordering and organising resources
- keeping up-to-date with developments in teaching Geography

- monitoring the work throughout the school
- updating the school policy

Monitoring of the standards of children's 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 their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement in the Action Plan.

This policy will be reviewed at least every two years.