

# Clifton with Rawcliffe Primary School

## Geography Policy



Date of policy: September 2017

Date of review: September 2019

Person Responsible: Kirstie Baldwin/Helen See

### **Description of school / background information in provision of Geography**

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational need is half the national average.

### **Roles and Responsibilities**

#### *Governors*

The Governing Body (Policies Committee) has been involved in the development of the school's geography policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

#### *Identified member of staff*

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

#### *Parents and guardians*

Parents and guardians are encouraged to support the provision of geography within the school programme and have access to this policy. The school plays its part in ensuring that parents and guardians are kept up to date with the Geography activities that go on in information via the school newsletter and letters sent home with pupils.

#### *Pupils*

Pupils have an entitlement to geography taught in a creative way.

## Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in geography activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the Geography Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

## *Adults Other Than Teachers (AOTT)*

The school actively seeks to include AOTTs to assist and supplement the geography provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office

## **Aims and objectives of the policy**

- To enable pupils to gain skills, knowledge, concepts and understanding about the world and its peoples.
- To develop pupils' awareness of the fragility of the planet and mankind's effect on it.
- To develop a respect and understanding of what it means to be a positive citizen in a multi-cultural country and in doing so increase pupils' knowledge and understanding of other cultures.
- To develop children's graphic skills, including how to use, draw and interpret maps.
- To develop knowledge and understanding of 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, speaking and listening, ICT, investigation and different means of presentation.

## **Teaching programme and strategies**

Through developing geographical skills, pupils gain an understanding of places and environments. They develop appreciation of, and identification with, their local area and make comparison with life in other regions of the United Kingdom and in the rest of the world.

They learn how to interpret and construct maps and develop the skills of questioning, observation, research, investigation, analysis and problem solving.

Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Learning in Geography also motivates pupils' inquiry about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in Geography.

The teaching of geography offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

We teach geography in FS2 as an integral part of Knowledge and Understanding of the World. As FS2 is part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the EYFS document which underpins the curriculum planning for children aged up to five. Wherever possible the children's interests are followed, although at times extra opportunities are planned to enhance children's learning beyond their existing experiences.

The work covered at Key Stages 1 & 2 is built on the National Curriculum Programme of Study. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose.

Geography has considerable potential to contribute to much wider areas of learning. It is considered important that geography is integrated into different subject areas for the development of skills.

## **Curriculum Planning**

This is organised in three stages:

### *Long term planning*

This is based on the National Curriculum for Geography, which details what is to be taught over the Key Stages and provides the topic basis for planning Geography activities over a two-year cycle. This is undertaken by the Geography Subject Leader. It is monitored regularly and evaluated annually.

### *Medium term planning*

This takes the long term plan and organises the teaching of geography into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

### *Short term planning*

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of geography to ensure parity in provision and to share expertise.

## **Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking geography activities.

## **Monitoring and assessment**

The geography curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Geography Subject Leader run by the local authority and other providers.

We assess children's work in geography using objectives from the National Curriculum. These are recorded on the subject tracker on share point.

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the geography activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the SLT and 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.

#### **Additional educational needs**

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

### **Implementation of the policy**

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation September 2017

### **Monitoring and evaluating the policy**

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leader and relevant staff members.

Next review date: September 2019