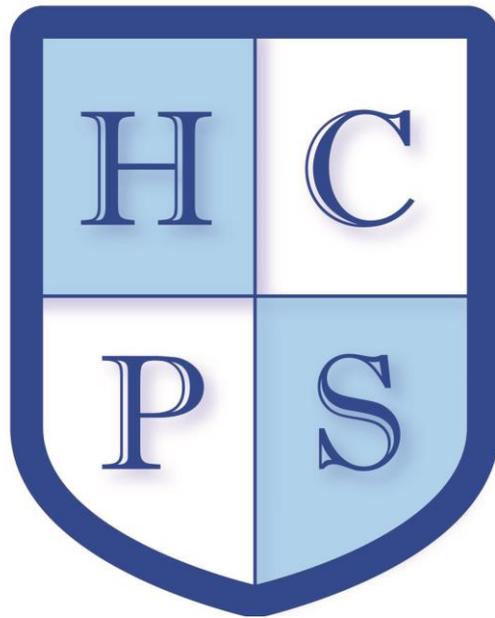


Hunslet Carr Primary School



Geography Policy

**High expectations
Caring
Positive attitude
Successful**

Policy reviewed: March 2017

Next review: March 2019

High expectations, Caring, Positive Attitudes & Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Geography at Hunslet Carr.

Rationale

Geography plays a very important part in most aspects of our lives including everyday situations, in the world of work and in the wider world.

The teaching of geographical knowledge, concepts and skills should be part of a broad and balanced primary curriculum. The geography we deliver should be inspiring, relevant, motivating and fun. It is important that teachers take an active role in 'making the curriculum' in order to ensure that progressive and effective curriculum coverage is delivered through a range of creative teaching and learning strategies using resources that are relevant and appropriate to the children being taught.

Consequently our children have an entitlement to develop their Geography capabilities.

Aims

For pupils at Hunslet Carr to:

- To investigate places
- To investigate patterns
- To communicate geographically

Teaching and Learning

As teachers it is important that Geography is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching Geography and it is vital that children receive these various styles. Children need to be given a variety of tasks including practise and consolidation, investigations and problem solving.

Links between Geography and other core and foundation subjects should be made where possible to ensure that children see the importance of Geography within all areas of the curriculum.

Progression in Geography

The school is using Chris Quigley's Essentials curriculum as our framework for teaching Geography which is a developmental programme that is matched to the new National Curriculum.

Teachers use the Essentials curriculum to assign Essential Opportunities to different year groups and then planning using Essential Learning Objectives.

Teachers assess using the Essential Milestones. Using this framework ensures that as a school we are planning for progression in Geography.

Foundation Stage

In FS the teachers plan according to the children's interests.

The geographical element of the EYFS falls under Understanding of the World.

Understanding of the World is about how children get to know about other people, the place where they live and about all aspects of the environment.

Understanding the World is broken down into three aspects:

- People and Communities

As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

- The World

Understanding of the world develops as children take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home – such as the sequence of the traffic lights or names on street signs. This awareness is extended by visiting places and finding out about different elements of environments in books, on TV and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe.

- Technology

In Chris Quigley's milestones the main areas are:

- To investigate places
- To investigate patterns
- To communicate geographically

These are then transferred into the three milestones.

Key Stage 1

In KS1 the main focus is the local area focusing on these factors:

- To use geographical vocabulary
- answer and ask geographical questions
- key features of areas including the local area
- human and physical features
- identify the countries in the United Kingdom
- simple fieldwork
- identify seasonal change
- using and creating maps.

Lower Key Stage 2

In LKS2 the focuses move onto the world and these factors:

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use fieldwork.
- Name and locate the world's continents and oceans, counties and cities of the United Kingdom.
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas.

Upper Key Stage 2

In UKS2 the focus moves onto the wider world, understanding and using key geographical vocabulary and these factors:

- Identify and describe how the physical features affect the human activity within a location.
- Use different types of fieldwork
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics
- Identify and describe the geographical significance
- Describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Compass work

Please see the Chris Quigley Milestones for further information.

Planning

The long term planning for Geography follows the framework given by Chris Quigley Essentials which is matched to the new National Curriculum and the Early Years Framework. The framework is implemented via medium term topic planning in line with the school planning policy.

Within the planning Learning Objectives and Milestone Success Criteria are shared with the children at some time within the lesson.

Assessment, Recording and Reporting

Assessment of Geography can be done in a variety of ways including observation, giving an independent or co-operative task or a test. Both formative and summative assessment will be carried out.

Formative assessment being linked to short term planning and marking to inform future teaching. Summative assessment being at the end of each term to inform next steps, the next teacher, key stage, parents and aid target setting.

This assessment will be done in line with the school assessment policy. Record keeping will be done in line with school policy and should be done to inform planning. Teachers will make informal records i.e. jotting down

individual strengths and weaknesses. They will also make formal records i.e. using Chris Quigley Milestone assessment to assess whether a child is at a basic, advancing or deep level of understanding within the subject.

Reporting of Geography will be in accordance with statutory requirements. The annual school report covers progress, effort and achievements in Geography.

Equal Opportunities

It is important that all children are given the opportunity to develop their Geography abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

Special Needs

Children on the SEND register and who have specific learning difficulties will be planned for.

Differentiation

Geography provides a good opportunity for differentiation based on:-

- Resources (e.g. providing texts at different levels)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff)
- Differentiated Success criteria

Children should be allowed to work at their own level of attainment.

ICT

Each year group has daily access to either Lap tops or iPads which can be used by children to support the teaching of Geography.

Homework

This will be given in line with the school homework policy. Geography will often be the focus of a learning log whilst it is being taught in class.

Time

To ensure there is adequate time dedicated to the teaching of Geography, each class teacher is expected to monitor the coverage of the Essential Opportunities and plan topics accordingly.

Resources

The school has a number of resources for Geography.

- Online subscription to digimaps
- Atlases
- Globes
- Maps

Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

The Role of the Head teacher

To ensure that the National Curriculum is implemented.

To encourage and support the subject leader's approach to Geography development across the curriculum.

To support and encourage all staff in the teaching of Geography.

To make available the necessary resources to continue the development of Geography within the school budget.

To promote Geography in school

The Role of the Subject Leader

To promote Geography in school

To provide a good example of the teaching of Geography in the classroom

To ensure resources are available

To plan and implement future developments of Geography through action plans

To review and monitor both the planning and teaching of Geography

To work alongside staff when required

Attend relevant courses and disseminate information to staff

Arrange INSET courses for staff

Organise the acquisition of new resources

Support colleagues

Encourage parental involvement

Role of the Staff

To ensure that Geography is used in the classroom in line with the National Curriculum

With the support of the subject leader and head teacher to implement any changes in the teaching of Geography

To ensure there is equality of opportunity in the teaching of Geography

To inform the co-ordinator of any problems which may arise in the implementation of Geography

Teach and assess the children Geography.

Role of the Governing Body

The governors will monitor the development and implementation of Geography in school.

Review

This policy is to be reviewed every two years.

Name Donna Bedlow

Geography Subject Leader March 2017