

# High Ercall Primary School



## **GEOGRAPHY POLICY DOCUMENT**

*The Governors of High Ercall Primary have agreed the following policy and practice for Geography. This is in line with the curriculum aims recommended by the LA, which were adapted and adopted by the Governors of this school.*

*Last reviewed Spring 2013      Review date – Spring 2016*

## Aims

We believe that the geographical education in our school should:

- \* stimulate children's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface
- \* help children to develop an informed concern about the quality of the environment and the future of the human habitat
- \* develop children's concept of sustainability and responsibility for the care of the Earth and its people
- \* offer children a programme of skills-based learning and knowledge that meets the requirements of the National Curriculum

We have decided to use this definition:

Geography helps children to make sense of their world, their place in it and their relationship with it. It is a good vehicle for questioning, investigating and critical thinking. It can be inspirational in helping children to become aware of their responsibilities to other people, the environment and the sustainability of the planet.

## Ways of Working

We use a variety of teaching and learning styles in geography lessons to include whole class teaching and enquiry based research activities, role play, discussions and problem solving activities. Wherever possible, children are involved in real geographical contexts e.g. research into a local or global environmental problem.

## Planning

To ensure coverage, depth and balance in the geography curriculum, teachers plan in a variety of ways:

- geography may be taught as a discrete area, to enable the learning of particular skills e.g. developing graphic skills including how to use, draw and interpret maps
- where possible and relevant, links will be made between geography and the current theme. This is identified in the teacher's medium and short term planning
- we also recognise that geography makes a significant contribution to and provides a context for applying skills learned in other areas of the curriculum.

## The Foundation Stage

Geography is taught in the Reception Year as an integral part of thematic work. Learning objectives are drawn from the Understanding the World aspect of the curriculum.

## KS1

A two year programme is followed (see Appendix 1 Long Term Plan).

## KS2

The programme rotates over four years (see Appendix 2 Long Term Plan).

Our plans include the following National Curriculum areas of study and progression guidelines

NC 1 & 2	Geographical enquiry and skills
NC 3	Knowledge and understanding of places
NC 4	Knowledge and understanding of patterns and processes
NC 5	Knowledge and understanding of environmental change and sustainable development

Good practice will offer opportunities for:

- \* learning outside the classroom (for example Y6 residential trip to Arthog Outdoor Education Centre)
- \* children to ask geographical questions
- \* developing children's concept of and commitment to a sustainable global community
- \* challenging children's stereotypes of people and places
- \* developing children's knowledge and understanding of geographical terms and language.

### Assessment for Learning

We have clear expectations of what the pupils should know, understand and be able to do at the end of each Key Stage. Teachers assess children's work in geography both by making informal judgements in lessons, and through formal assessments of the work completed against specific learning objectives set out in the National Curriculum. The achievement of pupils is reported to parents each year in the annual report.

### Resources

We keep resources for geography are stored in MP1 and Rainbow Room with additional resources in each class and the library. We make good use of the School Library Service to enhance our resources.

### Monitoring and Review

Our geography subject leader, along with the school's senior leadership, is responsible for monitoring the standards of children's work and quality of teaching. Our subject leader supports colleagues in their teaching by providing advice and guidance.

### Risk Assessment

LA recommended guidelines for outings/visits are followed. A copy is kept for reference in the school office and staff room. A file with completed risk assessments for visits is kept in the staffroom.

## Appendix 1 Key Stage 1 Long Term Plan

	Autumn	Spring	Summer
<b>A</b>	Ourselves (C1 All About Me C2 Being Healthy/Staying Safe)	Materials (C1 Let's Explore C2 Investigations)	Planet Earth (C1 Really Wild C2 Near and Far)
<b>B</b>	Light & Electricity (C1 Night & Day C2 Let There Be Light)	Toys (C1 Child's Play C2 Move It)	The Seaside/ Local Environment (C1 Holidays C2 Out and About)

## Appendix 2 Key Stage 2 Long Term Plan

	Autumn	Spring	Summer
<b>A</b>	Water	Ancient Civilisations	Victorians
<b>B</b>	Homes/ Invaders & Settlers	Linking Communities	Planet Earth
<b>C</b>	World War 2 and Beyond	Local Studies	Ancient Greece
<b>D</b>	Global Settlements	The Tudor Age	Growth and Change