

Geography Policy

Designated members of staff: R Hoyle , N Howard

Aims:

Through our teaching of *Geography* we aim to develop children's geographical understanding and competence in specific geographical skills. To help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making. Also, to stimulate the children's interest in and curiosity about their surroundings. To inspire a sense of responsibility for the environments and people of the world we live in and increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and think about how it can be improved and sustained. To develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

How Geography is taught at Woodmancote:

The majority of *Geography* is taught in clearly defined *Geography*-based themes. These themes are outlined in a curriculum overview. This overview ensures that the National Curriculum objectives are met and that children experience a wide range of *Geography* topics during their time at Woodmancote. At Woodmancote we recognise that *Geography* teaching inter-relates with other subject areas and we use this to link areas of knowledge (e.g. science that helps children understand geographic processes, religious and PSHCE education that explores diverse cultures and religions across the world, historical studies, etc.).

In the Foundation Stage *geography* learning is part of developing children's knowledge about their immediate surroundings and the wider world. It is taught through topic work during the year related to the objectives set out in the Understanding the World area of learning.

During *Geography* lessons children experience a wide variety of teaching strategies such as:

- Whole class, pair, group, individual work
- research, observational and diagrammatic work, including child led enquiry
- class discussions and debates,
- the use of maps and online mapping tools
- field work
- trips to places of *Geographical* interest
- theme days
- Use ICT for example to view images and videos of geographic features and for research

The contribution *Geography* makes to Spiritual, Moral, Social and Cultural Development:

Geography teaching develops an understanding of our world, through experience, investigation and learning from secondary sources. *Geography* helps children to gain a greater understanding

of the ways of life and cultures of people in other places. This will help to enable children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment. Geography plays an important role in broadening children's understanding of cultures and societies across the world. Geography raises a range of moral dilemmas for children to consider, particularly when learning about human impact on our environment and sustainability of resources.

Teaching Geography to children with Special Educational Needs (Inclusion):

At Woodmancote School all children are included in Geography lessons. We aim to provide a broad and balanced education to all children, and Geography is part of this. Through our Geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We use a range of strategies to support pupils. A few of these, particularly relevant to Geography are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Use of support for pupils with English as an additional language
- Varying levels of adult support or peer support

Teaching Geography to children who are deemed to be Gifted and Talented:

To ensure challenge for all pupils, including those who are gifted and talented, teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. Teachers encourage gifted or talented pupils to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

Health and Safety Considerations:

All activities undertaken in Geography lessons will be planned by a teacher who is responsible for ensuring the school health and safety guidelines are adhered to. Trips, visits and field work will be risk assessed (as will any other activity in a Geography session, that it is deemed necessary to risk assess, eg preparing food for a theme day).

Resources:

Most resources directly link to themes and are kept in Year group cupboards. Some larger and more general resources can be found in the shared humanities cupboard.

Assessment and Recording (including specific advice about marking):

- Work is marked using 'tickled pink' and 'green for growth', this shows children what they have achieved and where there is room for improvement.

- Annual Reports to parents provide comments regarding the pupils' achievements and indicate if children are working below, at, or above national expectations.
- Key skills in Geography are assessed throughout Key Stages 1 and 2. These skills are tracked using target tracker. Teachers assess through observation, discussion with pupils and evidence shown in written and practical tasks.
- Progress in the Foundation Stage is recorded in the UW strand of Early Years Target Tracker and attainment is shown at the end of the year through the Foundation Stage profile.

Related documents:

National Curriculum Geography Key Stage 1 and Key Stage 2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

Geography Overview

Monitoring and Evaluating this Subject Area:

Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy.

Safeguarding:

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Equal Opportunities:

At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity

and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will *Aspire to Achieve* all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. (equality plan)

Date: January 2016

Signed (Chair)

Review: January 2017

We include opportunities in geography to help prepare our pupils for life in a multicultural society.

The Context of Woodmancote School

We extend our geographical understanding through the use of our environment. The villages of Woodmancote, Bishops Cleeve and Cleeve Hill are rich resources locally, as are the towns of Tewkesbury, Gloucester, Cheltenham, Cirencester and the Forest of Dean.

The use of ICT

Skills taught in ICT lessons are used in Geography based lessons to research and present information. Pupils are provided with opportunities to select how they present information using the most suitable method such as spreadsheets, databases, tables, pictures and printed text.

Record Keeping and Assessment

- Evaluative marking provides on-going evidence of pupil achievements.
- Annual Reports to parents provide comments regarding the pupils' achievements.
- Key skills in geography are assessed throughout Key Stages 1 and 2. These records are kept in the form of the foundation subject skills tracker system which is regularly updated and can be accessed by all members of staff. Standards of attainment are assessed by teacher observation, discussion with pupils and evidence shown in written and practical tasks.
- Progress in the Foundation Stage is recorded in the UW strand of Early Years Target Tracker and attainment is shown at the end of the year through the Foundation Stage profile.

Regular monitoring and evaluation is undertaken by the subject leaders. The suitability of themes taught, planning, children's work, progress and views are reviewed during this process.

Resources

Geography resources are stored in a cupboard off the computer suite or in year group cupboards.

Date: September 2013

Signed:..... (Chair of Teaching and Learning)

Review: September 2016

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