

Geography Policy



St. Gerard's Catholic Primary
and Nursery School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Geography Policy

“Without Geography, we are nowhere...”

Author Unknown

Policy Date:	October 2020
Policy Status:	Statutory
Policy Review Cycle:	18 months or as change necessary
Next Review Date:	October 2021

The Subject Leadership role of Geography at St Gerard’s is central to improving outcomes for our children. Subject Leaders at St. Gerard’s have high expectations of themselves and our children, and are passionate about their specialisms. The lead for Geography shall ensure that the children thoroughly enjoy and partake in multiple experiences of Geography through teaching in lessons, external activities, external visits and residential visits.

Responsible to:

Governors, Head Teacher, Senior Leadership Team

Introduction:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Although direct reference to British Values is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

The aims of Geography are:

- develop contextual knowledge of the location of places, seas and oceans,
- including their defining physical and human characteristics
- understand the processes that give rise to key physical and human
- geographical features of the world, how these are interdependent and how
- they bring about spatial variation and change over time are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length.

Teaching and learning

The school uses a variety of teaching and learning styles in Geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Geography for all children. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT. We ensure that Geography is learnt through lessons, visits/residential visits and external partners.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

In KS1 children should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In KS2 children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. At St Gerard's Catholic Primary and Nursery School we use the national skills and objectives set out in key stages of work as the basis for our curriculum planning in Geography. We may adapt the national scheme to the local circumstances of our school as we may use the local environment as the starting point for aspects of our work.

We carry out the curriculum planning in geography in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key

stage. Our Geography subject leaders work this out in conjunction with teaching colleagues in each year group and the Key Stage Leads (EYFS, KS1 and KS2).

Our medium-term plans, which we have adopted from the national scheme and developed from the interests and feedback of the teaching community and children, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Each class teacher is responsible for developing and using the medium term plans. Copies are available to the Subject Leader

Class teachers complete a weekly plan which may include a stand alone Geography lesson or be cross curricular –however they will develop a sequence of skills and knowledge and be revisited to establish a secure understanding. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in Geography so that they build upon the prior learning of the children and prepare them for the next stage of learning. They will be planned using the Progression documents and Topic overviews to ensure appropriate progress and sequential learning. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. These skills are then assessed by the class teacher with the subject lead to ensure progression for all children.

The Early Years Foundation Stage

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Foundation Stage planning for Knowledge and Understanding of the World shows how we engage our Nursery and Reception children in early geographical learning experiences. This shows how Geography fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised. It is also recognised that geographical teaching may make use of current news items that are relevant to the learning of the subject. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside other specialist adults. The activities that they take part in are imaginative and enjoyable.

Contribution of Geography to teaching in other curriculum areas

English

Geography contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to

say what they think and feel about them. Children will record their findings and work through reports, fact files, poetry or narrative applying the skills and knowledge of English.

Mathematics

Geography contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of presenting information through Venn diagrams and graphs using both hand drawn and computer generated versions. They will study changes in temperatures and for example, look at negative number in context, finding differences in world population, endangered species, the effects we have on our environment through data and figures etc.

Computing

We use ICT to support Geography teaching when appropriate. Children will use ICT for research and delivery of their findings-such as Google Earth, Google expeditions or Citadel.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as disparities in society and the effects of the environment or being ecologically responsible.

Spiritual, moral, social and cultural development

Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. We also provide children with the opportunity to discuss moral questions, or what is right and wrong through various geographical topics such as the environment and distribution of wealth. The Geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today through displacement and mobility of people or whole societies.

Teaching Geography to children with special needs

We teach Geography to all children, whatever their ability. Geography forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Geography takes into account the targets set for individual children in their Individual Action Plans or Nurture targets.

Assessment and recording

We assess the children's work in Geography whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum skills identified as ARE. The teacher records the child's attainment, and then uses this information to plan future work for each child. This method of recording also enables the teacher to make an

annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The Geography subject leader keeps evidence of the children's work in a portfolio and through the # attached in Twitter feeds. Other evidence is kept through the year by the class teacher/support staff. Evidence will also be collated through school and class displays, the website and Twitter feeds. This demonstrates what the expected level of achievement is in Geography in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DFE.

Resources

We have a range of resources to support the teaching of Geography across the school. All our classrooms have a range of basic resources, with specialist resources held in KS classrooms. An audit of resources will be completed termly by the Geography lead and an order will be given to the school office to replenish the resources. Specialist materials will be supplied by any specialist partners that deliver any learning or activities across the year groups. All resources will be sanitised and stored in an appropriate manner to ensure their use adheres to the Health and Safety action Plans which are regularly updated.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography leader. The work of the subject leader also involves supporting colleagues in the teaching of Geography and being informed about current developments in the subject. The Geography subject leader gives the headteacher an annual summary report in which s/he evaluates the teaching and learning in the subject, and indicates areas for further improvement. The Geography subject leader has specially-allocated regular management time, which s/he uses to review evidence of the children's work, monitor assessments and when instructed by SLT to undertake lesson observations of Geography teaching across the school.

All activities and visiting partners will adhere to our Safeguarding policy and procedures.

Accountability

A annual action plan and termly summary report is produced for the Leadership team . These are then summarised by the Leadership team member with responsibility for the curriculum and shared with the Governing Body . Pupil attainment and progress is the responsibility of each Class Teacher , their KS leads and the SLT, Any barriers to learning will be discussed at Pupil Progress Meetings. Class Teachers will ensure that the children who are achieving above ARE at a greater depth are recognized and challenged as appropriate.

COVID19 - self isolation and lockdown remote learning procedures:

During these unprecedented times, it is essential that we as a school are prepared to support those members of our community who are affected by self-isolation. The delivery of home learning shall continually adjust and improve to focus on approaches to easily and effectively provide work for individuals who need to access remote learning. Further to this, the Geography learning within school should also reflect the current worldwide situation looking at both human and physical geography and any geographical recognised events.

Geography as a humanity, will be delivered within home learning packs or online. Teachers will plan and prepare specific lessons that will consolidate learning that has happened in class. Activities will be fun and enjoyable for the home context, providing engaging activities for children to enjoy. Tasks may also be set on the online learning platform ClassDojo, SeeSaw or teachers will signpost the children to the links to the Subject Specific learning through BBC Learning, Oak Academy, GeoNat.com and Geographical Association this could require children to respond through the use of photographs or video.

Regular contact will be maintained, to ensure that children are being provided with feedback and next steps for their at home learning. Parents will be able to communicate with staff regarding children's work and progress through class e-mails and ClassDojo or See Saw. Staff will communicate with children, providing feedback for their work through the Seesaw or ClassDojo portfolio and messaging system.

Phase 1 – Individual Remote Learning

(School remains open but an individual is unable to attend for 3 or more days, but is otherwise well and able to work)

- Teachers will direct parents to the Oak Academy website, BBC online learning pages and any other web pages that can provide immediate support for home learning.
- On the third day of self isolating, subject to the child being well enough, the parent/carer will be directed to online learning packs from the teacher.
- Following testing, the teacher will communicate daily with the child via ClassDojo to give feedback and support and set science based tasks.

Phase 2 – Short term/Bubble closure for up to 14 days

(School remains open, a bubble – class – is directed to self-isolate for 14 days)

- Subject to the teacher being well, they will be available from 9:00am- 3:00pm during term time, online via ClassDojo. Science tasks will be set once weekly, in line with the national expectations.

- 1:1 support and differentiated tasks will be set with the use of ClassDojo.
- Feedback will be given within 24 hours of assessment of the task.

Phase 3 – Longer Term school closure duration beyond 14 days

(School is directed not to open to the majority of pupils for an unspecified amount of time longer than 14 days)

- School will continue to provide learning packs online, alongside paper copies to be picked up or distributed as required.
- New concepts/sounds will be taught through pre-recorded videos that are uploaded onto learning platforms.
- Feedback will be given daily using the ClassDojo system.
- Staff will maintain regular contact with children and parents via the online learning platforms and also through telephone calls. Parents have access to Dojo messaging system as well as class e-mail addresses and Mr Landrum's e-mail address should they have any concerns or issues.

To be read in conjunction with the following policies:

- Teaching & Learning Policy

- Remote Learning Policy
- Marking & Feedback Policy
- Curriculum Policy
- Assessment Policy
- Behaviour for Learning Policy
- Subject Leadership Policy
- Safeguarding Policy

Agreed by Governing Body:

Date of next Review: October 2021