

St. Andrew's CEVC Primary School, Great Yeldham

GEOGRAPHY POLICY



Reviewed Spring Term 2009
(Review co-ordinated by Maria Trappitt)

St. Andrew's CEVC Primary School
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RATIONALE

Geography plays an essential part in the provision of a broad and balanced curriculum. It helps the children to make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the earth's surface. Geography relates to many aspects of the children's own lives and the environment in which they live. It extends the children's own interests and knowledge beyond their immediate environment and it helps them to interpret images and information about people which they acquire from different sources.

AIMS

In Geography we aim to develop, for **all** our children:

- an understanding of the environment in which they live;
- an awareness and understanding of the wider world and contrasting localities;
- an awareness of the interdependence of physical, human and economic influences upon the use of resources;
- a sense of responsibility for the care of the earth and its people;
- an awareness of environmental change and sustainable development;
- an awareness and understanding of the world's ethnic, cultural and economic diversity.

OBJECTIVES

- To study the immediate environment of the school, the grounds and the village of Great Yeldham.

- To study contrasting localities.
- To study a variety of people, places and environments at different scales in UK and abroad.
- To develop geographical skills, using a variety of resources.
- To use geographical terminology and language appropriate to the study.
- To use a variety of recording methods, incorporating other curriculum areas.
- To develop geographical questioning, i.e: “What/ Where is it? What is it like? How did it get like that?”
- To work as far as possible from first hand experience.
- To encourage cross-curricular links, i.e: multicultural and ethnic diversity, environmental education, citizenship and PSHE, economic and industrial understanding.
- To follow the QCA scheme of work at each stage of the National Curriculum, and Knowledge and Understanding of the World, from the Early Learning Goals, for the Early Years children.

CHILDREN’S EXPERIENCES

The curriculum for Geography – according to the Long Term Curriculum Planning (LTCP) – is divided into units for the Foundation Year, Key Stage 1 and Key Stage 2. The Geography taught to the Foundation Year, Key Stage 1 and Key Stage 2 pupils is taught within the ‘Themed’ LTCP framework, where cross curricular links are made for the work to be more meaningful. The essentials are to develop:

- knowledge and understanding of places;
- knowledge and understanding of patterns and processes;
- knowledge and understanding of environmental relationships and issues;
- the ability to undertake enquiry and to use the appropriate skills
- organisational and communication skills.

These skills, knowledge and understanding are taught over the Key Stage, through breadth of study:

KEY STAGE ONE

- Locality of school.
- Contrasting locality in UK or overseas.
- Through the study of these localities, pupils should carry out fieldwork investigations.

KEY STAGE TWO

- Pupils will study: a) locality in UK;
b) locality in a country that is less economically developed.
- Pupils will study, through themes such as:
 - a) water and its effects on landscape – rivers or coasts;
 - b) how settlements change and differ and an issue arising from changes in land use;
 - c) environmental issue e.g. traffic congestion and how to manage the environment.
- Pupils will study at:
 - i) a range of scales – local, regional and national;
 - ii) a range of places in the world – UK, EU and overseas.

Carry out fieldwork outside the classroom.

THE SCHOOL PROVISION

The school will provide these experiences of Geography through:

- a scheme of work developed from the QCA Scheme of Work, with reference to the Curriculum Map;
- allocating at least 4.4% of teaching time to Geography, in accordance to DCSF guidelines, as identified by the Curriculum Map;
- make Geography an integral part of the school experience.

ORGANISATION

All teaching staff are responsible for the teaching of Geography to their own class. Learning Support Assistants – where funding permits – will carry out learning activities, directed by the class teachers, with small groups or individuals. Classes are of mixed ability, with some overlapping age groups. The length of each lesson will match the time allocation recommended by the DCSF.

The route to learning is well planned, stimulating, balanced, challenging and reviewed regularly. We believe that it is important for children to be stimulated, interested and enthusiastic about what is learnt and the way it is taught.

Pupils should be given opportunities, where possible, for direct experience of concepts or topics to be studied. These experiences should include field trips to a variety of locations and exhibitions. It must also include the use of ICT.

Pupils should progress in the study of Geography supported by an appropriate variety of approaches to teaching and learning, with assessment opportunities planned throughout.

MANAGEMENT

The headteacher will have overall management of the Geography curriculum in consultation with the Subject Leader and other members of staff.

The role of the Subject Leader will include:

- monitoring;
- resource management;
- raising awareness of developments within Geography learning and teaching;
- support staff;
- curriculum documentation.

EQUAL OPPORTUNITIES

All pupils will be provided with learning experiences which enable them to experience success, gain confidence and acquire competence. The teaching of Geography should stress the importance of valuing the cultures of others. Children should see the need to respect and be made aware of people who may be different from themselves. Pupils should be encouraged to make sound judgements, rational arguments and respect for the truth. By creating opportunities to listen to one another, reflect on opinions and arguments that differ from their own, mend their own arguments in the light of new evidence or considerations.

BLP and VERY ABLE PUPILS

The Geography curriculum should fulfil the needs of all pupils. Children with IEPs will have their targets identified and supported and where necessary with additional adult help, if available.

ICT

ICT should be planned for in the delivery of the Geography curriculum. The use of the Interactive Smartboard, digital cameras, internet etc will enhance the Geography curriculum and provide enjoyment as well as addressing the different learning styles of individuals. The ICT Subject Leader will monitor Geography planning for the inclusion of appropriate ICT opportunities.

IMPLEMENTATION

All teachers complete long (year), medium (half-termly) and short-term (weekly) planning. This follows a cross-curricular 'Themed' format, throughout the school. The teachers will refer to the long-term plan and then to the scheme of work, to identify learning objectives for the class. Key Stage 1 and 2 have devised a rolling programme to ensure coverage and to demonstrate continuity and progression.

ASSESSMENT

Formative assessment is ongoing and involves the children. Completion of the school's foundation curriculum year group assessments grids ensure continuity and progression, in the subject, across the school. The National Curriculum provides guidance on level descriptions which ensures consistency in teacher assessment.

The main reason for assessment is to enable the teacher to match work to the abilities and needs of all pupils as they progress.

RECORDING AND REPORTING

The children's achievements are recorded in the school's foundation curriculum year group assessments grids. Annual reports are written by class teachers, identifying topics taught and achievements in line with National Curriculum level descriptions. Termly parent/teacher consultations are arranged, where achievements can be reported to parents.

Marking should be diagnostic and supportive, in line with the school's marking policy.

CROSS-CURRICULAR LINKS

Wherever possible and appropriate Geography should be used in other areas of the curriculum. Schemes of work will identify clearly where opportunities exist for cross-curricular work, such as Economic and Industrial understanding, PSHE and Citizenship and ICT. It should also be recognised that there is a place for Geography led topics. Skills, knowledge and understanding from other National Curriculum subjects, such as Maths, History, Science, ICT and English, will be integrated and considered within Geography units.

GEOGRAPHICAL RESOURCES

Geography resources are located in the Central Resource Area in the main building. These are divided into teachers resource books,

maps/Atlases, DVDs and Geography topics. The school also has access to topic loans, available from the Essex Library Service. The Geography Subject Leader maintains an up-to-date record of resources, and this is audited annually.

MONITORING AND EVALUATION

The headteacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Subject Leader and teaching staff. Monitoring is carried out by the Subject leader according to the Yearly Monitoring Cycle, with feedback and discussion with members of staff. Monitoring includes lesson observations, environmental walks, pupil interviews, book scrutiny and planning.

APPENDIX

- DCSF/QCA documents.
- Resources audit.
- Quality of Teaching and Learning Policy.
- Policy for Assessment, Recording and Reporting.

Review co-ordinated by Maria Trappitt – January 2009

Discussed and agreed by staff – January 2009.

Presented to the Curriculum Committee – February 2009

Next review date – January 2012