

Geography Policy

Christ the King RC Primary School



Background

At Christ the King School our mission statement explains that within the Catholic environment children are encouraged to accept moral responsibility for their actions. It is within this spirit that the school's Geography policy has been developed.

Together we **WONDER**

Together we **BELIEVE**

Together we **SHINE**

Together we **ACHIEVE**

Rationale

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. At Christ the King, we aim to instil in our pupils an understanding of places and environments. Through their work in Geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. We equip pupils with knowledge about diverse places, people, resources and natural and human environments. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Geography teaching also motivates pupils to find out about the importance of sustainable development for the benefit of future generations.

All pupils have a right to a broad, balanced and robust education, which provides continuity and progression and where individual differences are taken into account. The teaching of Geography at Christ the King is embedded within the 'Vow to Wow' curriculum that has been developed over the last few years and uses a 'Mantle of the Expert' and 'Tinkology for Learning' approach to promote a pleasure in learning. Our work meets the requirements of the 2014 National Curriculum.

Aims

The Primary National Curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- 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, numerical and quantitative skills and writing at length.

Subject Content

At Christ the King we use the Essentials Curriculum for the foundation subjects. The Essentials Curriculum covers and exceeds the requirements of the Primary Curriculum for England. It sets out milestones for progress for each learning objective. The Success criteria define the milestone.

Essentials Learning Objectives

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

Learning and Teaching

The school uses a variety of teaching and learning styles in Geography lessons. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give pupils the opportunity both to work on their own and to collaborate with others, listening to other ideas and treating these with respect. We want pupils to experience Geography through a variety of learning and teaching styles and settings.

These include:

- Use of the local environments for fieldwork.
- Building own models.
- Use of video and films.
- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of technology – simulations and use of the internet.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role-play and drama to create empathy.
- Photographs and satellite images.

Progression

By careful planning of a range of different topics, the skills, knowledge and understanding gained in the Foundation Stage and at Key Stage 1 will be developed, consolidated and extended during Key Stage 2. The knowledge, content and skills are introduced in a coherent way in a selected range of topics.

Role of the Subject Leader

Monitoring of the standards of pupils' work and of quality of teaching in Geography is the responsibility of the subject leader supported by the SLT and School Governors. The Geography Subject leader will monitor planning to ensure continuity and coverage, talk to pupils, observe classroom practice and have informal discussions with staff and pupils. In addition, the work of the subject leader involves supporting colleagues in the teaching of Geography and informing them about current developments in the subject.

Inclusion/Equalities

All pupils are given the opportunity to maximise their potential regardless of ability, gender, background, ethnicity or talent. Activities are planned both within and outside the classroom in a way that encourages full and active participation by all pupils matched to their knowledge, understanding and previous experience.

Assessment

Most assessment is formative and is used to support teaching and learning and inform future planning. Gathering evidence is an integral part of assessment and is obtained by questioning the pupils, marking written work, looking at drawings, models, diagrams, and by photographing their finished product. If any written work is produced, it is marked in line with the school policy on marking.