

***Duke Street
Primary School***



***Geography Policy
2015/16***

Introduction

This policy outlines the teaching, organisation and management of Geography taught and learnt at Duke Street Primary School.

The policy has been drawn up as a result of staff discussion and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing the content within this subject area is to be reviewed by the Geography subject leaders Louis Reay and Emma Young.

Aims and objectives

The aim of Geography teaching here at Duke Street Primary School is to stimulate the children's interest and understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

- to enable children to gain knowledge & understanding of places in the world and of how places can change;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Duke Street Primary School aims to:

- Provide pupils with a secure, caring and stimulating learning environment –
- Promote self-discipline, moral values and self-esteem –

- Set challenging yet realistic goals in order to allow each child and member of staff to reach his or her full potential –
- Encourage an enthusiastic attitude to teaching and learning through a well-balanced and varied curriculum –
- Work in partnership with parents to provide the best *for* each child in order to get the best *from* each child –
- Learn from each other, learn with each other and learn on behalf of each other as part of a networked learning community –
- Offer colleagues an enjoyable, positive and welcoming environment in which to work, fostering both team commitment and the well-being of everyone within our school community –

National Curriculum (2014) aims and objectives:

Purpose of study

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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum 2014 Aims

The 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.

Teaching and Learning

Content:

Duke Street Primary School is developing a skills based curriculum taking support from Chris Quigley 'Essentials' and The New National Curriculum 2014. Classes follow a 'Creative Hook' to start the learning of a theme and plan for progression taking into account children's individual learning styles. This approach enables children to take responsibility for their own learning by suggesting the path we, the teachers', take when planning our topic based curriculum.

Underpinning all teaching and learning in Geography is capturing the children's imagination and curiosity to learn. The start of each theme begins with a hook starter to engage the children and give them a purpose for learning and an enthusiasm to find out more. Visits, links and comparisons with other schools around the world, and theme days are built into each unit and planned for at the start of each theme. The skills are revisited and embedded over time to enable the children to gain a deeper understanding, to then apply these skills throughout the curriculum.

We inspire and capture the imagination of the children through the progressive skills which are taught through Chris Quigley's milestones, following the 'Creative Themes for Learning'.

Key Stage 1 themes:

Extreme Weather

Amazing Places and Spaces in the UK

Australian Adventure

Key Stage 2 themes:

Land of the Free

Eurovision

Land of Hope and Glory

Earthquakes, Zones and Volcanoes

We use these 'Creative themes for Learning' to enable children to develop:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Our Key Indicator objectives for Geography in KS1 are:

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Our Key Indicator objectives for Geography in KS2 are:

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers,
 - mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade
 - links and the distribution of natural resources including energy, food, minerals and
 - water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Planning, Assessing and Monitoring

Planning

We teach Geography through a Chris Quigley © themed based approach and ensure skills and objectives from the National Curriculum for history, are incorporated into our curriculum planning. We ensure that there are opportunities for children of all

abilities to develop their skills and knowledge and we build progression into the schemes of work so that the children are increasingly challenged as they move up through the school, deepening their learning and understanding. Our medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics

An overview of the program of study throughout the school can be seen in the termly curriculum overview. Staff also plan using MTP for their department, and as an overview to the sequence of lessons, ensuring that the skills and objectives are covered. A class teacher writes an outline for each lesson (short-term plans). These list the specific learning objectives of each lesson.

Assessment

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. At the end of the year we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The Geography subject leader keeps samples of children's work in a portfolio. These portfolios demonstrate what the expected level of achievement is in history for each age group in this school. Subject leaders will attend the CHIP curriculum moderation meetings termly to moderate work within national expectation guidelines.

Part of the assessment devised by Chris Quigley © is used to assess the depth of learning and understanding within History following the categories of BASIC, ADVANCING and DEEP within each milestones.

The milestones are structured like this:

- Milestone 1 – Year 1 and 2
- Milestone 2 – Year 3 and 4

- Milestone 3 – Year 5 and 6

Any children assessed as below the basic milestone will be assessed as below basic. Teachers in milestone 2 and above may track back to the previous milestones to ensure their learning needs are met within the subject. Milestone 1 teachers may wish to refer to Early Learning Goals.

The Early Years Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a "good" playground.

Monitoring and review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- provides the headteacher with an annual summary report in the strengths and weaknesses in geography are evaluated and the areas for further improvement indicated.

The quality of teaching and learning in geography is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in history are evaluated and the areas for further improvement are indicated;
- uses specially allocated regular management time to review evidence of the children's work and to monitor and evaluate the progress made by children in history across the school.

Annual moderation with other schools in the CHIP cluster will take place to assess and compare children's work in line with national expectations

In house whole school moderation will be carried out alongside books scrutiny and child conferencing. Staff will be given an opportunity to see other colleagues' work and coverage to ensure consistency across all departments.

Resources

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

During Key Stage 1 we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site, eg Duxbury Park, Yarrow Valley or Astley Park

During Key Stage 2 children do a study of the local area, eg Duxbury Park, Yarrow Valley or Astley Park

For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and Health and Safety

Signed:

Mr Louis Reay: _____

Miss Emma Young: _____

Date: 18.01.16

This policy will be reviewed at least every three years or sooner if necessary.