

Inspiring a community where learning is irresistible, everyone is valued and success is limitless.



Geography Policy

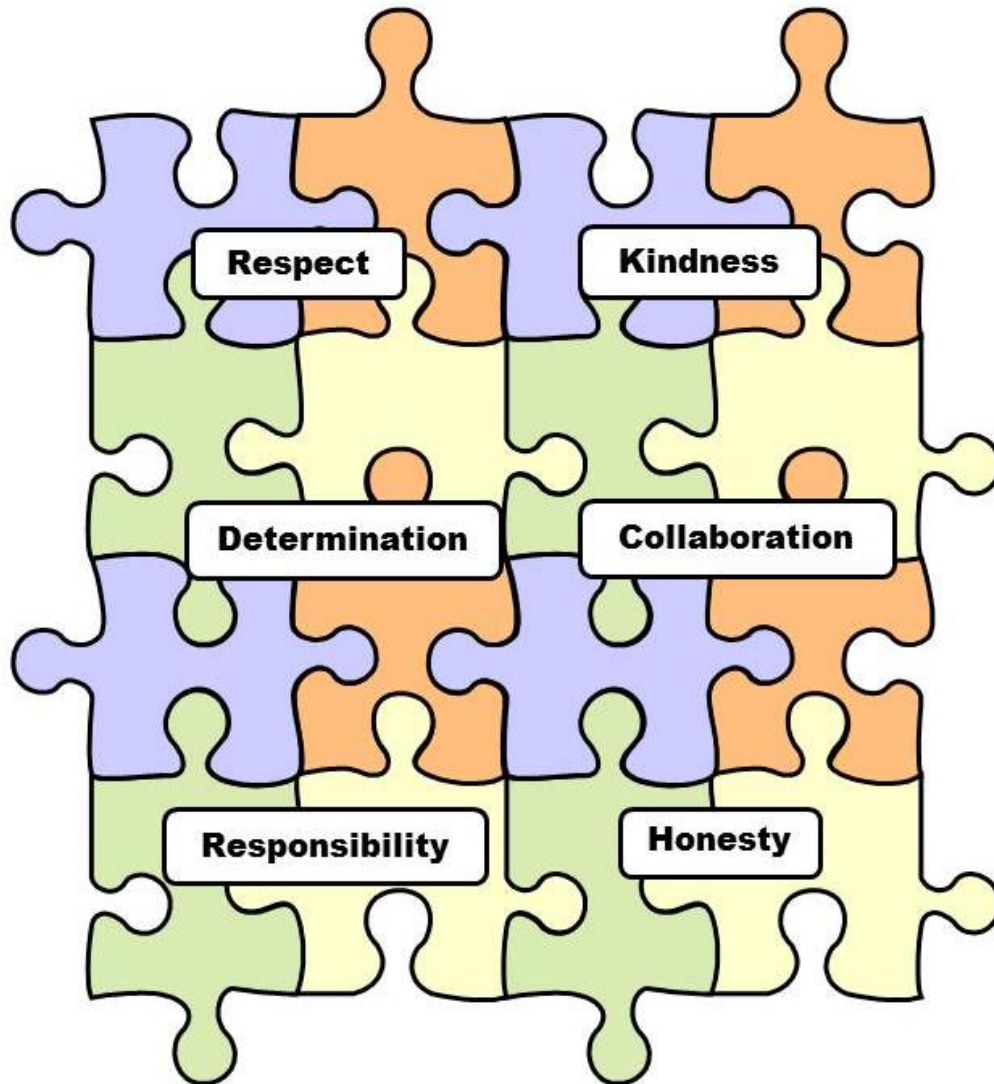
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This document is a statement of aims, principles and strategies for teaching and learning of Geography at Widney Junior School. It represents a consensus of opinions after consultation between teaching staff, pupils and the governing body.

Our School Values

Through discussion by all members of the community including parents, children, teachers and governors, we hold the following values at the heart of our school.



These core values are held by our school and underpin all aspects of the taught curriculum at Widney.

Introduction to Geography at Widney

At Widney, we feel that geography encourages children to gain a broader awareness of their environment and their position in it by provoking and answering questions about the natural and human worlds. We want our children to develop a sense of respect for the world as the future generation accountable for our planet.

Geography assists in the development of a variety of investigative and problem-solving abilities that can be applied across the curriculum and utilised to support children's spiritual, moral, social, and cultural development. We want our students to have a strong understanding of geography, strong inquiry and questioning abilities, the capacity to utilise a variety of maps, the ability to collect and analyse data, and the ability to communicate information in several ways.

We want to instil in children a lifelong curiosity and fascination with the world and its people; to recognise the impact humans have on the planet; and to encourage children's curiosity and understanding of diverse places, people, resources, natural and human environments, as well as a deep understanding of the Earth's key physical and human processes.

The children will learn about the world's countries, their locations, key cities, and physical qualities. They will contrast and compare various biomes and climates, as well as land use and settlements.

Mountains, Rivers, Coasts, earthquakes, and volcanoes will all be covered. They will conduct an in-depth investigation into if the UK is always the same? Children will explore different Cities across Europe and other continents and investigate the human geography features, as well as its people's culture. The Americas will be taught to the children. They will investigate the causes and consequences of natural disasters. They'll learn about latitude and longitude lines. Children will learn about natural eco-systems and how human and physical activity may affect climates around the world in both positive and negative ways.

Children will use maps, atlases and globes alongside ICT during their geographical investigations. VR is also used to enhance the children's understanding of places around the world. Their learning will be enhanced by practising fieldwork skills in outdoor learning and visits to places where they can experience different environments, both natural and manmade.

Entitlement

The programmes of study set out in the National Curriculum; form the content of the school's Geography syllabus. It is our responsibility to ensure that all children have an entitlement to access the programmes for geography at an appropriate level. This entitlement is shown on the school's curriculum framework.

Aims

The aim of the Geography program is to inspire a curiosity and coherent knowledge of Britain and the wider world. Geography aims to build the skills for children to think critically, weigh up evidence, consider arguments and develop perspective and judgement.

We also seek to bolster a child's sense of pride in British values by learning about the journey our country has taken, and the events which have led to British values being so highly valued.

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.

Equal Opportunities,

SEN children should have full access to the geography curriculum. Arrangements should be made to ensure that pupils with SEN are catered for. These arrangements will be in line with the school policy on Special Educational Needs.

Ideas for the successful teaching of Geography for children with difficulties in English include:

- word lists,
- pictorial evidence,
- differentiated texts,
- writing frames,
- audio/visual tapes or multimedia packages

Children with physical or mental handicaps will have full access to experiences. All appropriate risk assessment is carried out so that they can have equal access to the curriculum.

Implementation

All teachers are responsible for the planning and teaching of Geography. Year teams have access to knowledge organisers for each of their topics that outline exactly what the aims and outcomes of the unit should be. These are then used by the teachers to create more specific detailed short-term plans on a weekly basis.

CPD: The Geography subject leader will provide guidance, advice and support in matters relating to whole school planning, unit planning and strategies to support teaching and learning.

Role of Geography lead

The geography co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised Year 3 – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters;

Organisation of learning

Pupils are taught in their normal class groups for Geography. The activities which the children undertake are planned from the unit's knowledge organisers and take account of the previous learning, national curriculum objectives and aims for the unit. An enquiry approach to learning will be central to pupils' experiences. Pupils should be encouraged to ask and answer questions and use a range of sources of evidence. Pupils should be given the opportunity to select, organise and interpret geographical information. Children will have the opportunity to use a range of resources: maps/atlas, pictures, photographs, internet, interactive resources, and books.

The Geography subject leader has responsibility for managing and organising resources. In consultation with the teaching staff the Subject Leader will plan the development of resources using their allocated budget from capitation. They will then manage the allocation and storage of resources.

Learning styles

A range of teaching and learning styles should be planned based on the use of, photographs, tools, maps, surveys, pictures, written and oral accounts, information technology and visits to appropriate education sites.

SMSC

Activities within and beyond the classroom are planned in such a way as to encourage the full and active participation by all children irrespective of ability. This includes paired work and team work.

Health and Safety, including E-safety

All activities within and beyond the classroom will comply with the guidelines in the schools' Health and Safety Policy. Pupils are expected to behave in a considerate, responsible manner showing respect for other people and the environment. During the course of Geography lessons, children may require the use of ICT to support their learning. For example, they may use the computers to research a topic, use forums/email to ask questions and gather information or use a specific software package related to the lesson. In such a case, the Widney E-Safety Policy and its procedures apply and children should be reminded of their responsibilities and awareness of potential threats. If a child sees/reads something offensive or disturbing they should switch off their monitor or close the netbook and report it to the teacher who will then report the incident to the ICT Subject Leader and/or Head Teacher as appropriate.

Assessment

Class teachers have a responsibility for assessing, recording and reporting progress and attainment in Geography. The objectives should be completed throughout all of the units in each year group. Assessment links directly with O-Track objectives which are taken directly from the national curriculum.

Formative Assessment

Staff use a variety of ways in Geography to assess an individual or group to inform their teaching. These include: using brainstorming, concept maps, questioning, listening to pupils' ideas, annotating diagrams and direct observation etc.

Summative Assessment

At the end of a unit of work pupils complete a case study, compiling all the work and knowledge that has been taught throughout the unit of work. Staff use this to help assess their pupils' knowledge and understanding of the unit of work. Staff record pupil achievements for each unit of work onto a class record sheet using O Track every term. Achievement is recorded as B (below) and A (achieved).

Monitoring and evaluation

Subject leaders will monitor their subject within the framework of the SIP. They will negotiate staff meeting times with the Head Teacher. Outcomes from whole staff and year team discussions and the Geography subject leader's on-going observations will be reported to the Senior Management Team and Curriculum Committee of the Governing Body.

Appendices

1. Long Term Plan for Geography

1.



Widney Junior School - Geography - Long Term Plan

Year Group	Physical Geography	Human Geography
3	Is the UK the same everywhere?	Exploring European cities.
4	Fantastic Forests - Why are they so vital?	Why do we have cities?
5	Volcanoes and Earthquakes	Trade - What impact does it have on countries around the world?
6	Mountains, Rivers and Coasts.	Amazing Americas - How have humans impacted a major continent?
