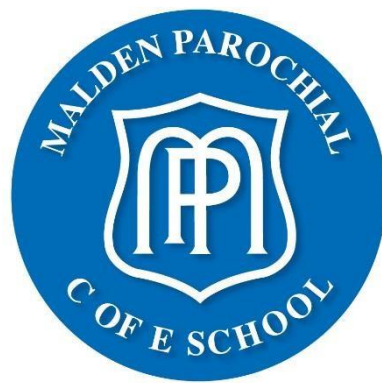


The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



Geography Policy

Agreed: Summer Term 2020

Review: Summer Term 2022

[or as required]

Geography Policy

Vision Statement

At Malden Parochial, children are natural geographers with a fascination, curiosity and concern about the world around them. In Geography, children will be encouraged to draw on this explorative instinct, formalise ideas, develop geographical skills, encourage environmental awareness and primarily, make sense of the world around them. The children have the opportunity to reflect on their own experiences and learn more about the diverse society in which we live. They also gain an understanding of people, places and environments and how they are changing over time.

Intent

At Malden Parochial, through our geography teaching, we explore the 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 of the United Kingdom and 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, both within the classroom and through fieldwork. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Our geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Children at Malden Parochial are timetabled to receive geography and history teaching in blocks throughout the school year. This may mean that they receive a term of Geography or History and then swap over. Our curriculum mapping (long term planning) is topic led, which provides a cross curricular approach, with many subjects linking and overlapping throughout the topic. Children from Years 1 to 6 will be taught several topics per year within our Geography curriculum. Children will learn through a Geography curriculum that is clear, progressive and practical, including fieldwork, with strong links to other curriculum areas. Our Geography topics can be found in our Curriculum Mapping.

See Appendix A – Curriculum Mapping

The children will access the content of these topics at an age and ability appropriate level, building on their geographical knowledge and skills from previous years. Further details of this can be found in the following documents.

See Appendix B – Curriculum Coverage

Appendix C – Geography Scheme of Work

Appendix D – Skills and Progression Documents

Appendix E – Geographical Knowledge Based Questions

Appendix F – Geography KPIs

Through our Geography curriculum at Malden Parochial, our aim is to promote key British Values so that our children have exposure to a wide experience of local and global learning, where there are opportunities for respect and tolerance when embracing differences within the world we live.

Through our Geography curriculum, children at Malden Parochial will:

- Gain knowledge and understanding of places in the world;
- Increase their knowledge of other cultures and, in so doing, develop a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- Learn graphic skills, including how to use, draw and interpret maps;
- Know and understand environmental problems at a local, regional and global level;
- Have a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- 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.

Implementation

The curriculum is designed and delivered to ensure children gain 'sticky knowledge' so that they can transfer all they have learnt to long-term memory. The curriculum is organised, where possible, to help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geography will be taught in a way that is inspiring for children, with practical activities, artefacts and fieldwork, which encourage children to use their cross curricular knowledge.

Roles and Responsibilities

The Subject Leader for Geography is responsible for action planning, termly updates for staff, organising/running and attending CPD, supporting and planning themed weeks (such as international week), reporting to the governors' Curriculum Committee, if requested, auditing and ordering new resources, leading assessment and analysing data. The Subject Leader is also responsible for monitoring the standard of the children's work and the quality of teaching in Geography, supporting colleagues in the provision of geography lessons, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Equal Opportunities

- At Malden Parochial we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Health and Safety

Fieldwork and educational visits are an important part of geographical work and school health and safety guidelines will be adhered to at all times. Risk assessments will be carried out before any fieldwork takes place.

Planning

We use the National Curriculum Scheme of Work for Geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school. Our curriculum planning is in three phases: long-term (curriculum map), medium-term (scheme of work) and short-term (weekly planning). Provision for geography activities is part of the overall topic planning completed for each class on a half termly basis. We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. Each geography lesson – like every other subject in the school – begins with a Learning Objective reached through three coloured Success Criteria (red, orange and green). These are the children's 'steps to success' and are always reflected on throughout and at the end of each session.

Teaching

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Wherever possible, we involve the children in 'real' geographical activities. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching adults where necessary to support the work of individual children or groups of children.

Organisation

Children are timetabled to receive geography and history teaching in blocks throughout the school year. This may mean that they receive a term of Geography or History and then swap over. Our curriculum mapping (long term planning) is topic led which provides a cross curricular approach, with many subjects linking and overlapping throughout the topic. The children also benefit from many educational visits, themed days and weeks, as well as workshops and visitors to enhance their learning throughout the year.

Homework

Children are set homework that adheres to the school's Homework Policy (see school website). The main task varies from subject to subject but, due to the cross curricular nature of our long term planning, may link to Geography. This may include research of a particular area, creating D.T. models or artwork, preparing costumes for themed days etc.

Resources

Resources are available for each Key Stage, with any new purchases made when budgets are available. Staff make requests for resources to aide in the effective teaching of topics throughout the year. Our resources include a wide range of books, maps, compasses and other equipment. All resources are clearly boxed and labelled with an inventory, and are kept centrally for all classes to access when necessary.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

Assessment is carried out through:

- Questioning
- Marking
- Mini-plenaries
- TA feedback
- Self-assessment
- Formal assessment

The school's Assessment and Marking Policies ensures that high quality feedback is given to pupils through next step marking and pupils are expected to respond.

Children are also encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve by using traffic lighting to show achievement against success criteria in every lesson.

The children are formally assessed each term in foundation subjects to ensure that progress is being made and that children are working at the expected level for their year group. For each unit of work covered there are clear KPIs showing what is expected of the children in that year group. These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Monitoring and Evaluation

Monitoring takes place regularly through sampling children's work, teacher planning, through a book scrutiny and lesson observations.

Monitoring the standards of children's work and the quality of teaching in Geography is the responsibility of the Subject Leader and Leadership Team. The Subject Leader is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the coordinator, Headteacher and staff review and evaluate the geography taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards training and support.
- Pupil achievement, both in formal assessment and by ongoing teacher assessment.
- Coverage of curriculum.
- Analysis of children's books.
- Staff development.
- Any issues arising from teaching, regards common problems or difficulties.
- Children who have not reached the age related expectations

Links to other policies and documents

- Assessment policy
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy

Acronyms

KPIs – Key Performance Indicators

ICT – Information and Communication Technology

CPD – Continuing Professional Development

TA – Teaching Assistant

D.T. – Design and Technology

SEND – Special Educational Needs and Disabilities

Appendix

Appendix A – Curriculum Mapping

Appendix B - Curriculum Coverage

Appendix C - Geography Scheme of Work

Appendix D - Skills and Progression Documents

Appendix E – Geographical Knowledge Based Questions

Appendix F – Geography KPIs