

## Leominster Primary School Geography Policy



### Introduction

This policy outlines the teaching, organisation and management of the Geography taught and learnt at Leominster Primary School. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

### Rationale

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography encourages children to learn through experience particularly through fieldwork and practical activities.

### Aims

Good Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire Geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

## **Objectives of Curriculum**

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

In Key Stage 1 these focus areas can be taught in the following teaching units

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United kingdom
- The World

Key Stage 2 these focus areas can be taught in the following teaching units

- The local area
- A region of the United Kingdom
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world

## **Teaching**

### *Teaching time*

In order to achieve the objectives of the Geography Curriculum, the subject taught either as an isolated topic or is integrated with other subjects through a half termly or termly topic and other subjects are linked in with it.

### *Organisation*

In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Commercially available packs which are used to support topic work and geographical themes.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

## **Planning**

Planning is carried out on 2 levels:

- Long term planning of topics covered shown in the curriculum/topic overview.
- Medium Term planning according to the school's foundation planning template.

Planning is the responsibility of individual teachers and should be used to

- Set clear learning objectives.
- Ensure work is matched to pupil's abilities and interests.
- Ensure progression, continuity and subject coverage.

### **Assessment and Marking**

The assessment of Geography is carried out in accordance with the school assessment policy. Children will be continually assessed within geography against each of the objectives, through both written and verbal responses. Teachers are also encouraged to keep electronic evidence (photographic). At the end of each Topic, a judgement will be made based on their overall understanding and how many of the objectives they have achieved. Either 'secure' understanding; 'within' understanding or 'entering' understanding. Teachers will track children's progress on class objective sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year and be given to the subject coordinators.

Marking within geography will indicate whether the objective has been met (LO met). When the LO has not been met the marking will give guidance on how they might improve. As per the agreed marking policy, within KS2, yellow highlighted marking will be used to identify key vocabulary spelling errors and/or age appropriate spelling errors with the children correcting up to three mistakes for each piece of work. Every day 'formative' assessments will also be used to help to gauge pupil understanding and inform future planning. Discussion and dialogue are essential, and will enable pupils as well as teachers to evaluate progress. The teacher will pass on relevant information to other teachers. Parents' evenings are opportunities for work to be viewed and discussed. Written annual reports provide both parents and future teachers with information about pupil achievement within Geography.

### **Record keeping**

Records of pupil's achievements are kept to:

- Plan for pupil's future learning
- Report progress to parents
- Maintain a written record of a pupils learning
- Provide a curricular record of each pupil.
- Make whole school judgements on standards in the subject.

### **Resources**

The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlas's and globes. Resources will be kept in the Geography resource area and sometimes in classrooms.

### **ICT**

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, and audio visual aids, CD-ROMs and DVDs.. The class set of laptops may be used to enhance lessons and enable children to research and find information on the internet to support their learning.

### **Management of Geography**

*Role of the Subject leader*

The role of the geography subject leader is to;

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school.
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in geography and advise the head teacher on action needed
- Conduct work sampling regularly focussing on different aspects of teaching and learning.
- Take responsibility for the purchase and organisation of central resources for geography.
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

*Role of the Head teacher*

- Lead and monitor the implementation of this policy
- With the Geography Subject Leader monitor the teaching and learning of pupils.
- Reflect on subject development plans and annual subject profile

This policy will be reviewed regularly.

Geography Co-ordinator: Louise Lacey.

Date of last review: June 2017

Date of next review: June 2019