

ST. GREGORY'S



SCHOOL

St Gregory's RC Primary School

Geography Policy 2017

Rationale

Definition of Geography: Geography is the study of places and the exploration of the relationship between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

Aims:

At FOUNDATION STAGE

To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.

To raise awareness of other environments through stories, visits, photographs, ICT and artefacts, looking at maps where appropriate.

At KEY STAGE 1:

To develop geographical skills through fieldwork, observations and a range of maps.

To be able to describe and compare places near and far using geographical vocabulary.

To become familiar with the continents and oceans of the world.

To appreciate both the human and physical characteristics of places.

To evaluate man-made changes to the environment.

At KEY STAGE 2:

To extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world.

To increase pupil's awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences.

To research local, national and global issues using resources (including digital mapping) and form opinions for debate.

To develop an awareness of their responsibilities as Global Citizens.

Geography in the Curriculum: A curriculum map has been devised in order to provide a framework for the Geography taught at St. Gregory's. The National Curriculum provides further guidance by outlining the knowledge, skills and understanding which should be highlighted within each Key Stage. The National Curriculum website provides guidance as to Attainment expectations at each stage. The whole school plan aims to ensure progression and continuity in the knowledge and skills of Geography. Making links between aspects of Geography studied is encouraged, enabling children to build upon previous skills and experience.

Teaching and Learning:

The use of a variety of enriching teaching approaches and of resources is encouraged through: -

- Teacher presentations, role play and story-telling.
- Question and answer sessions, discussions and debates about topical issues.
- Individual and group research and presentations.
- Photographs, pictures, maps and globes.
- ICT- digital mapping, google earth, aerial photos, researching places using iPads
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the geography curriculum by both teachers and children is encouraged. Children are encouraged to see the similarities between places before they note the differences. This will ensure children understand that we all share a common humanity.

Equal Opportunities:

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography. During the study of other places similarities between the lifestyles of others and that of ourselves are drawn and negative or purely stereotypical or exotic images are challenged. Children are made aware that decisions and processes in one locality affect and are affected by decisions and processes in other localities. Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development. During the study of economic development children are made aware of underlying inequalities in power, influence, benefits and advantages, both physical and economic. Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum whenever possible.

Health and safety:

Fieldwork and site 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.

Assessment:

During the planning stage clear learning objectives are set and opportunities for assessment are identified. Assessments are recorded in line with school policy. The curriculum coordinator collects examples of children's work for evidence of progress.

Roles and responsibilities

It is the role of the Geography coordinator, under the guidance of the Head teacher:

- To organise Geography within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Geography.
- To monitor and update resources.