

Vernon Primary School



Geography Policy



The intent of the Geography curriculum at Vernon Primary School is to provide every pupil with:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

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Introduction

At **Vernon Primary School** we value Geography because it allows all children the opportunity to explore and explain the World in which we live in and discover the relationship between themselves and the environment.

Rationale

Geography teaches an understanding of place and environment. In this subject, children will learn about their local area and compare their life in this area with that in other regions of the United Kingdom and other parts of the world. Children will learn different skills such as drawing and interpreting maps. They will also develop their skills in research, investigation, problem solving and analysis. Through their growing knowledge and understanding of Geography, children will also gain appreciation of life in other cultures as well as finding out information about the physical world.

Where appropriate the Geography curriculum will promote key British Values. The children will have exposure to a wide experience of local and global learning where there are opportunities for the children to embrace differences within the world while demonstrating respect and tolerance.

Aims and objectives:

The aims of Geography at Vernon Primary School are:

- To enable children to gain knowledge and understanding of places in the world.
- To increase children's knowledge of other cultures whilst teaching children respect, tolerance and what it means to be a positive citizen in a multi cultural country whilst embedding fundamental British Values.
- 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 develop and progress other skills including those of enquiry, ICT, investigation and how to present their conclusion appropriately.
- To carry out fieldwork on a termly basis linked to their subject of learning.

Teaching and Learning

Teaching staff at Vernon Primary School are fully committed to using the New Curriculum 2014 and their planning and teaching is reflective of this.

The staff plan creatively to develop inspiring activities based around a termly theme. We recognise that the children at Vernon Primary School respond to different learning styles and therefore a range of teaching styles are used when delivering geography based lessons.

In order to ensure high quality, creative teaching, the children should be given opportunities to learn through:

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- practical investigation
- fieldwork
- asking questions
- collecting and analysing data
- discussion and debate
- drama and role play
- the use of secondary sources to stimulate geographical enquiry and to answer posed questions.
- the use of ICT tools to further their knowledge and understanding
- working within a **holistic curriculum**

In order to enhance children's learning in geography, opportunities are also planned, when necessary, for:

- educational visits linking to aspects of geography,
- enrichment days, with links to other areas of the curriculum, ie; MFL (study of France and Spain),
- study book work to consolidate Geographical understanding,
- after school clubs, Eg; Eco club.

Planning

Geography planning is based upon the 2014 National Curriculum using the 'Essentials' milestones as a reference point for progression in Years One to Six. Plans for Reception are based on the 'Early Learning Goals' with Geography taught under the area of 'Understanding the World'. All teachers are involved in the planning of Geography. Plans are then monitored by the Head teacher, Assistant Head teachers, SLT and the Subject Leader.

The planning for each year group comprises:

- the curriculum map for each year group, which identifies the Geography units to be covered in each term and ensures an appropriate balance and distribution of work in Years One to Six.
- the holistic overview for each year group, which provides further details of the units of work for each term including: learning objectives, outcomes and cross-curricular links for each unit. The Geography subject leader reviews these plans on a regular basis.

Teachers may write individual lesson plans detailing specific learning objectives and outcomes and outlining how the lesson will be taught.

Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps, which may inform future planning.

Planning for inclusion:

At Vernon Primary School we value the importance of inclusion. The National Curriculum 2014 sets out a number of key principles essential to planning and teaching:

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- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

These principles highlight the importance of settings and schools planning Geography teaching in order to meet the needs of all children. Planning should also ensure that the needs of children within specific groups, such as those with Special Educational Needs (SEND), gifted and talented (G&T) learners, are addressed in full. Planning for inclusion should be an integral part of a wider, coherent approach to effective Geography planning.

Assessment:

Teachers assess children's progress in Geography by observing their work and involvement in each lesson and judging this by the objectives and outcomes for the lesson. Assessment may be in the form of:

- Written work
- Photographic evidence
- A group presentation

These observations are used to determine future planning. Parents are informed of their child's progress in Geography at Parents' Evenings and in the annual report at the end of the academic year. Examples of children's work are kept by the subject leader as evidence of progression and expected level of achievement in Geography throughout the school.

Responsibilities:

The Role of the Subject Leader:

The role of the Geography Subject Leader is to ensure that the geography curriculum is being delivered in a way which meets the learning objectives and inspires and motivates the children. This is done by:

- monitoring the teaching and learning of geography throughout the school
- providing advice and support to colleagues
- keeping up to date with any new subject developments and informing colleagues of changes or developments in the subject
- purchasing, ordering and maintaining teaching resources
- monitoring and reviewing the targets outlined in the Geography action plan
- ensuring a whole school approach to the planning, recording and assessment of Geography
- ensuring the professional development needs of staff when and where necessary

The role of the Class Teacher:

- To provide opportunities for children to develop their geographical knowledge
- To plan exciting, stimulating lessons to foster a love of the subject
- To ensure all children can fully access and engage with the lessons
- To develop and evaluate planning
- To identify CPD needs and attend training sessions.

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Parent/Carer Involvement:

- Parents/Carers are invited into school three times each year to share their child's work and discuss progress
- Parents/Carers are invited to an Open Evening in the summer term
- Parents/Carers are welcomed into school to work within the classroom.

Monitoring and Review:

We are aware of the need to regularly review our policies to take into account the new initiatives, changes in curriculum or developments in technology.

Subject Leader: Koulla Theophanous

Policy date – March 2018

Review Date – March 2021

Ratified by Governors – March 2018

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