

Holy Family – Geography Policy



This policy outlines the learning, teaching, organisation and management of geography at Holy Family

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography co-ordinator.

Purpose of Study

High quality geography should inspire in pupils a curiosity and fascination about the world and its people. As a school we help children to deepen their understanding of diversity and show an appreciation for natural and human environments. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures and develop awareness of the world around them. Children will discover the interaction between physical and human processes and use their geographical skills to explain how the Earth's features change and develop over time. We are keen to encourage a desire for discovery and questioning, children learn the differences between man made and natural features of the world. They develop good observational skills due to effective fieldwork. Geography at Holy Family incorporates practical experiences using the local environment as a focus. Children learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving.

Our Aims

Through the teaching of Geography we aim to:

- define physical and human characteristics of places of study.
- offer children the experience of fieldwork to deepen their knowledge and understanding of geographical processes.
- show children how to collect and analyse a range of data.
- ensure all pupils can interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- enable children to gain knowledge and understanding of places in the world
- increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen.
- allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at local, regional and global level; looking at natural disasters such as hurricanes and earthquakes.

Key Stage Expectation

KS1

In Key Stage 1 pupils investigate their local area and a contrasting area (China), finding out about the environment and people who live there. They also begin to learn about the wider world linking to continents. They carry out geographical enquiry inside and outside the classroom on field trips to their city to explore where the best place for a new monument would be. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs. Children produce a daily weather report of England, Ireland, Scotland and Wales to become familiar with key vocabulary used and show an understanding of weather and seasons. A seaside visit will ensure children can use specific vocabulary for human and physical geography and use basic map skills to engage with orienteering activities.

KS2

In Key Stage 2 pupils investigate a variety of people, places and environment at different locations in the United Kingdom, across Europe and the world with a particular focus on North and South America. The children develop geographical enquiry skills inside and outside the classroom using resources such as maps, atlases, aerial photographs and ICT when investigating physical environments such as rivers, coastal areas and volcanoes. They explore how people affect the environment and are affected by it, extending their knowledge of the characteristics of significant human and physical features. They will learn about the distribution of natural resources linking to the settlement and land use of their chosen case study. Fieldwork trips will give children the opportunity to put into practice their geographical skills such as reading ordinance survey maps and using such skills to complete orienteering activities.

As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Cross Curricular

Literacy – children will engage with explanatory texts, be able to write in length about the process involved with physical geography such as the formation of volcanoes etc.. They will engage through speaking and listening using debates and balanced arguments as a focus for many geographical enquiries. There is the opportunity to complete holiday brochures and sight seeing advertisements for their chosen case study, with a particular focus on their chosen case study.

Maths – children will be using geometry skills involving graph work to report findings and compare and contrast research. They will use units of measurement when dealing with time and distance and use knowledge of co-ordinates to record latitude and longitude of different locations. They will use their fieldwork skills of orienteering to locate symbols and read maps accurately.

ICT - children will be using programmes such as Digi maps and Google earth to enhance their Geographical skills. They will engage with other sources of media such as video and photography to record their findings from field trips. They will engage in internet research to develop further understanding of their chosen country/region county etc.

Gender, cultural, spiritual and moral issues – children will gain appreciation and respect for a range of other cultures, their beliefs and lifestyles showing an understanding of contrasting locations in less economically developed countries. The whole school will participate in a ‘Celebrating Difference’ week as well as a to week Geography based environmental focus using the works of Helen Ward. This will educate children about pollution, recycling, reusing and what makes a sustainable environment. Children will show an awareness of local and global issues through regular news feed input, as well as gaining an understanding and appreciation for natural disasters. For example Hurricane Katrina and the devastation it caused and who came to the aid of North America.

Strategies for the teaching of geography

The geography curriculum at Holy Family is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum to fulfil this we use a variety of teaching and learning styles in our geography lessons.

- All pupils will be given the opportunity to, apply and understand the matters, skills and processes taught throughout each year group.
- As an integral part of the teaching and learning of geography children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways.
- As a school we will utilise our local area to aid in our project work.
- Through enquiry based research activities we encourage children to ask as well as answer geographical questions.
- We offer children the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs.
- Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in ‘real’ geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.
- We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
 - Setting common tasks which are open-ended and can have a variety of responses;
 - Setting tasks of increasing difficulty;
 - Providing resources of different complexity according to the ability of the child;
 - Offering the opportunity for mixed ability pupil led activities where children gain support from peers of a different ability.

The role of the geography co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of geography
- Develop assessment and record keeping ensuring progression and continuity

The role of the class teacher is to:

- Plan and deliver high quality Geography lessons that inspire, inform and encourage children to consider their world and the people who inhabit it.
- Track pupils progress in line with the 'I can' statements and Geography objectives.

Assessment

I can statements will be used in every year group and are based on the assessment of key skills and essential knowledge and understanding within Geography. Pupils are expected to self assess their geographical skills twice throughout their school year; this will be overseen by the teacher. Evidence on completing an objective is to be dated.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT using programmes such as Digi Maps and Google Earth.

Monitoring and Evaluation

The subject will be monitored in line with the schools policy.

- Book scrutiny
- Planning checks
- Pupil interviews
- Lesson observations.