

Geography and International Policy

Date:

17/04/18

Review Date:

17/04/19

Our school is a Church of England School and works in partnership with our two local parish churches, St Mary with St Albans and St Peter and St Paul's. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents. We also focus on the importance of being a 'Global Neighbour' through our sustainability work and links with charities and projects both in this country and further afield.

Geography allows all children the opportunity to explore the inter-relationships between the Earth and its people through the study of place, spatial pattern and the environment.

It seeks to describe and understand not only the location of the physical and human features of the Earth, but also the processes, systems and inter-relationships that create or influence those features. It supports the development of understanding between races and cultures and encourages children to regard themselves as global citizens – promoting our whole school ethos of 'Life in all its fullness'.

It seeks to explore the relationships between places and patterns of activity arising from the use people make of the physical settings where they live and work, and encourages sustainable development of the environment.

It embraces both physical and human dimensions of the world. It addresses the resources, sometimes scarce and fragile, that the Earth provides and on which all life depends; the impact on those resources of human activities; and the wider social, economic, political and cultural consequences of the inter-relationship between the two. It raises children's awareness of the impact mankind has on its environment, and the responsibilities it has to maintain it for the future.

To enrich the children's learning, we work collaboratively with schools in South Africa and Namibia, these projects allow us to share our work, discuss ideas and build friendships.

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Aims:

- To inspire a curiosity and fascination about the world and the people in it.
- To develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes .
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time .
- To develop children' awareness of the fragility of the planet and mankind's effect on it.

- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Objectives:

- To develop a respect and understanding of what it means to be a positive citizen in a multi-cultural country; and, in so doing, increase children's knowledge of other cultures.
- To provide a rich and varied curriculum that will stimulate and interest all children.
- To develop understanding and knowledge of environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, interpretation of maps, ICT, investigation and different means of presentation.
- To develop children's understanding of physical characteristics of the Earth including landform, weather and climate.

Teaching and learning guidelines

A variety of teaching and learning styles is used in our geography lessons. Visual,

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audio and kinetic learning enhances children' research and enquiry. Whole-class teaching methods combine with enquiry based group work for research and practical activities.

Children use a variety of data to support their learning, such as maps, statistics, graphs, pictures, and aerial photographs, and digital technology such as digi maps. Children take part in role-play, debates and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities.

During Key Stage 1 the children develop their knowledge about the world, the United Kingdom and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage 2 Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Planning and organisation

The national curriculum is used as the basis for curriculum planning. It has been adapted to the local circumstances of our school, making use of our local environment in our fieldwork and selecting alternative localities for study, where the human activities and physical features provide a contrast to those that predominate in our own immediate area (e.g. Isle of Wight). Geographical study is combined wherever possible to be cross-curricular.

Curriculum planning in geography consists of three types; long-term, over one school year; medium-term, over one term; and short-term, weekly.

Our **long-term plan** maps the geography topics studied by each year during each key stage. It is developed by the geography coordinator in consultation with the teachers in each year group and is closely aligned with the requirements of the National Curriculum in geography.

Our **medium-term plans** give details of the work covered by the individual class for each term. These plans are specific to each class and the teachers identify the skills needed by their children and plan activities to address the needs of the class. Monitoring and evaluation ensure that children have complete coverage of the National Curriculum in geography.

Each year group creates a plan for each lesson. These **daily lesson plans** identify specific learning objectives for the class and for each group. In some cases individual targets are also set for specific children.

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Topics in geography are planned to 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 develop their skills and aptitudes.

Trips are an essential part of our Geography curriculum as they enable children to explore new exciting places and consolidate their learning on the topic. Examples of our trips are The Living Rainforest in Year 3, West Wittering Beach in Year 1 and The Isle of Wight in Year 6.

Monitoring and assessment

Geography provision is monitored by the geography coordinator. She examines children's work and monitors classroom practice and curriculum planning.

Teachers assess children continuously on an informal basis; these assessments inform the teacher of the child's current achievements, and guide the teacher in planning the child's future learning.

Assessments in the Foundation Stage are recorded through observations, most of which are carried out when children have initiated their own activities. These observations are recorded in '2 Build a Profile' and continuously inform teacher's judgments as to whether Early Learning Goals have been achieved or not.

In KS1 and KS2, teachers record a teacher assessed end of year grade onto Target Tracker, informed by their own observations of the children and the children's work throughout the year.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are protected.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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