

Manor Hall Academy



GEOGRAPHY POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

POLICY FOR GEOGRAPHY

Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of *Geography* at Cicely Haughton School.
- THIS POLICY WILL BE REVIEWED in the Spring 2023 A schedule for the review of this has been set for a one year period.

What is *Geography*?

- GEOGRAPHY is the study of the environment local to global and the physical and human forces which shape it.

Aims

- THE PRIME EMPHASIS IN OUR TEACHING OF GEOGRAPHY is to present the world as a place of wonder and to celebrate the diversity of its peoples and cultures.
- OUR AIMS IN TEACHING GEOGRAPHY are that all children will:
 - Appreciate how human beings have used their environment to positive and negative effects
 - Develop the geographical skills of:
 1. Interpreting and using maps, atlases and globes.
 2. Measuring and recording accurately.
 3. Comparing places by using appropriate geographical vocabulary.
 4. Considering environmental problems and their solutions.

Principles of the teaching and learning of *Geography*

- GEOGRAPHY IS IMPORTANT because:
 - A knowledge of geography is essential to our understanding of the world around us.
 - The skills and knowledge of *Geography* have application in everyday life.
 - Environmental awareness is a prerequisite for responsible participation in society.
- GEOGRAPHY IS A FOUNDATION SUBJECT in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "National Curriculum in England: geography programmes of study" under the headings:
 - Locational knowledge
 - Place knowledge
 - Human and physical geography
 - Geographical skills and fieldwork

Geography is good when:

1. A pupil's own experience of the world is recognised, valued and built upon.
2. Pupils are able to learn about real places and the people who live in them.
3. Pupils are engaged in real questions, issues and problems relating to people in places.
4. The learning is active; pupils see the purpose of their investigations and are motivated to pursue them.
5. Through their learning, pupils are able to make connections with the wider curriculum.
6. The needs of individual pupils are differentiated.
7. Pupils are enabled to satisfy their curiosity about the world.

Strategies for the teaching of Geography

- THE GEOGRAPHY CURRICULUM IS ORGANISED on a topic-based programme using www.planbee.com and Twinkl
- A variety of teaching strategies are used to ensure a flexibility of approach can be maintained.
- The delivery of schemes relies primarily upon thinking skills, speaking and listening skills and fact acquisition.
- Discussion is encouraged as is the acquisition of appropriate geographical vocabulary.
- All teaching is done by the Class Teacher and Teaching Assistant.
- Pupils with learning difficulties receive extra support in the classroom from the Teaching Assistant when appropriate:
 - in the preparation of geography lessons attention is given to differentiation and the matching of teaching and learning strategies to enable all pupils to participate fully and achieve success
- EXCELLENCE IN GEOGRAPHY IS CELEBRATED in display and performance, including:
 - Praise and commendation from individual staff and peers
 - Work is displayed in class and throughout the school

Strategies for ensuring Progress and Continuity

- PLANNING IN GEOGRAPHY is from www.planbee.com and Twinkl adapted to high quality resources and meets the needs of National Curriculum.

- THE ROLE OF THE GEOGRAPHY CO-ORDINATOR is to:
 - Direct policy development and produce schemes of work designed to ensure breadth of study in line with requirements of National Curriculum.
 - Monitor progress in Geography and advise the curriculum coordinator on action needed.
 - 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.
- FEEDBACK TO PUPILS about their own progress in Geography is achieved through the marking of work.

Effective marking

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive.
 - Is often done while a task is being carried out through discussion between child and teacher
 - written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.
- FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment and future discussion will include:

- Small group discussions perhaps in the context of a practical task.
- Specific assignments for individual pupils (written/spoken/pictorial).
- Individual discussions in which children are encouraged to appraise their own work and progress; this may be done in groups or pairs when collective tasks have been undertaken.

Geography & Computing

The www.planbee.com planning contains Computing resources to ensure Geographical Enquiry can be extended via Computers and a wide use of the internet enhances all topics.

Strategies for Recording and Reporting

- RECORDS OF PROGRESS IN GEOGRAPHY kept for each child will contain
 - A geography folder of work, dated and annotated with teacher comments and containing the terms work which shows achievement and progress.
 - FORMATIVE ASSESSMENT is ongoing.

- RESOURCES IN GEOGRAPHY are the responsibility of the Geography Coordinator.
- THE LIBRARY has a range of geographical-based material to be used for pupil's personal interest topics and there is also a visiting library subject to requirements.
- HEALTH AND SAFETY ISSUES
 - There are no specific Health and Safety issues in Geography.
 - Field trips and visits have a high level of staff supervision and safe working practices are observed at all times.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.