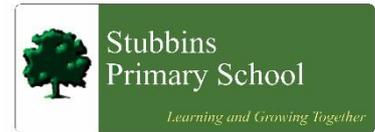


Stubbins Primary School

Policy for Geography



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community. **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

This policy is supported by, and should be read in conjunction with, our Teaching & Learning Policy. The Key Principles of which are that:

1. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
2. Agile Teaching, rooted firmly in the principles of Formative Assessment, is the framework within which learning happens at Stubbins.
3. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
4. We are on a learning journey, and have much to learn from colleagues and other professionals; we learn from our mistakes
5. Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our pupils.
6. Each and every pupil has the right to access the very best learning that we are able to offer.
7. We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. 'Working' is not always 'learning' – we should enable our pupils to be active learners.

Learning and teaching is the core business of our school. It is our aim to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We are trying to prepare pupils to be successful in a rapidly changing world that has many challenges; some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and pupils work in partnership to create a stimulating and successful learning environment.

Thus, it is our aim to have pupils involved fully in the learning process thereby promoting an active culture of learning. The Teaching & Learning Policy sets out the principles and expectations behind our learning environment and should be read in conjunction with this policy.

Delivering the Curriculum

Our Policy on delivering the curriculum explains how we ensure that we include every child and use our skills environment to maximise every child's potential. This policy also outlines the areas of learning across the curriculum.

Other Policies which support this subject are:

- Behaviour Policy
- Marking Policy
- Assessment Policy
- SEN Policy
- Equality Policy (Duty & Action Plan)

Aims

The aims of geography are:

- To inspire pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Early Years

Within the Early Years Foundation Stage, geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use

secondary sources of information with accuracy, including aerial photographs, satellite images, etc. 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.

Geography Teaching

When teaching Geography, we provide an opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role play and discussions as well as some writing.

Resources

At Stubbins Primary School, Geography resources are found:

- In classrooms, especially when age or topic specific.
- In the 'Blue Room' next to Year 4 Classroom.
- In the school Library.
- Online

Assessment & Recording

Teachers are expected to make regular assessment of child's progress and to record these systematically. Children's work in Geography is recorded in Topic Books and other workbooks as appropriate such as English or Mathematics books.

Where work is elsewhere, every effort will be made to record and keep this work; e.g. photographing displays.

We assess Geography using the Key Learning statements in the Lancashire Syllabus. This assessment aims to determine, using a 'best-fit' approach, if children are at the expected standard, above or below. This assessment is also formative, providing information about the aspects in which children need to develop further.

Teachers' records for the assessment of Geography are kept online via iTrack.

Parental Involvement in Geography

Parents are kept informed about teaching and learning in Geography through:

- A dedicated page on the school website.
- Newsletters.
- Parents' Evenings.
- End of Year reports.

Homework

At Stubbins, homework in Geography is usually part of the Learning Log topic homework which is given at each new topic. Homework which includes strands of Geography may be included in English or Mathematics homework tasks where cross-curricular links allow.

Reporting to Parents

A main report is completed before the end of the summer term and parents are given two smaller reports as well having the opportunity to discuss their child's progress at parents evening in the Autumn and Spring terms.

Subject Leader

The subject leader is responsible for:

- Creating the subject policy.
- Explaining subject expectations to other staff.

- Ensuring the subject policy is followed across the school.
- Monitoring and evaluating attainment & progress in the subject across the school.
- Recording & holding evidence of the quality of teaching & learning in the subject across the school.
- Reporting to the headteacher and/or governing body.

The Governing Body

Our Curriculum Committee has overall responsibility for the delivery of our curriculum, and for ensuring that standards are high. The subject leaders are encouraged to report to this committee on any developments and particular achievements. Governors are encouraged to visit school in order to monitor the curriculum and celebrate successes.

This policy will be reviewed in November 2022.

Signed: Mrs Parrish (Geography Subject Leader)	Signed:
	On behalf of the Governing Body
Head Teachers name: Mr A. J. Danson	Chair of Governors name:
Date:	Proposed Review date: