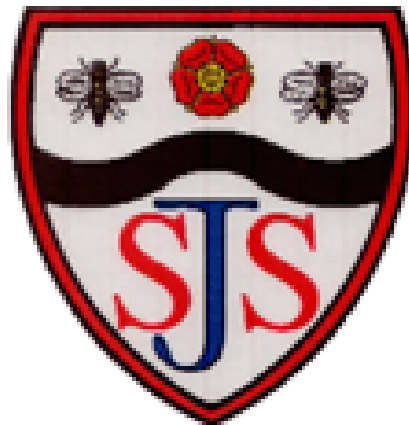


Shadsworth Junior School

Geography Policy



Approved by:

Jackie Gallagher

Date:

Last reviewed on:

Next review due by:

Geography Overview

At Shadsworth Junior School we aim to provide all of our children with learning opportunities to engage in geography. This policy sets out a framework in which teaching and non-teaching staff can work and gives guidance on planning, teaching, and assessment. It has been developed through a process of consultation with school staff and governors.

At Shadsworth Junior School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography lessons enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

What they learn can influence their decisions about personal choices, attitudes, and values in our ever-changing world. In Geography, our lessons use the enquiry approach so that our pupils are encouraged to obtain their answers through relevant questions to develop their geographical skills and become competent learners. These will often take the form of asking: What is it? Where is it? What is it like? How did it get like this? What connections are there with other places? How is this place changing and why? What do people think and feel about this? What impact will this have? Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Shadsworth Junior School and also to their further education and beyond.

Aims

The aims of geography are:

- Gain knowledge and understanding of places in the world.
- Have knowledge of other cultures and, in so doing, gain respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Identify and make comparisons of the human and physical features of locations around the world.
- Develop geographical skills, including compass directions; how to use, draw and interpret maps and to name and locate the world's countries, continents and oceans.
- Use fieldwork and observational skills to study the geography of their surroundings and community.
- To formulate appropriate questions and evaluate and analyse material to inform opinions.
- Know and understand environmental problems at a local, regional and global level.

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.

Sir Michael Palin

Curriculum

Our children undertake a broad and balanced programme that takes account of abilities, physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. We aim to enthuse children in an appreciation of the world that they live in. We all live on 'the same Earth' no matter what our race, religion, gender or political views are. Sharing an understanding of how other people live is vital to understanding the Geography of the world. Our world was shaped originally by fantastic physical processes, but humans have had their impact as the population grew from the 1800s. Humans will continue to have an impact on their planet and children will learn how to do this in a sustainable way. We aim to give children an understanding of the past, the present and the future, of which they will be a part.

Key Stage 2

Shadsworth Junior School aims to ensure that all children will develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and marine locations.

To use this knowledge to provide a geographical context to study and understand the actions of important geographical processes.

To understand that these processes give rise to the key physical and human geographical features of the world, and how these are interdependent and how they bring about variation and change to the geographical landscape.

To be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2.

To be able to in a progressive and effective manner, collect, analyse and present a range of data, gathered through experiences of fieldwork.

To deepen understanding of geographical processes use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

To be able to develop skills in Geographical Information Systems (GIS) (software and interactive resources) which allow for digital mapping, analysis of data and data models, such as previously used 'Digi maps'.

To be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Curriculum Coverage – Progression through the year groups

Our Geography curriculum provides our pupils have many opportunities to make progress in geography. Through studies, our children are equipped with knowledge about diverse places, people, resources and natural and human environments. As our children progress through the school, their growing knowledge about the world helps them understand their place in the world and how they themselves can make a difference to the future of our world. Lesson activities will engage our children to discuss and develop their sense of curiosity about the world and their understanding of how and why places are made up in different environmental ways. They will compare and contrast, making connections with local, regional places and places in the wider world. Our children will develop enquiring minds to think critically about geography and communicate their ideas confidently in styles appropriate to a range of audiences.

Teaching and Learning

Our school uses a variety of teaching and learning styles in geography lessons. Our main aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons to do that. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe our children learn best when:

- They have access to, and are able to visit places of interest.
- They have access to secondary sources such as GIS, books and photographs.
- They undertake fieldwork to collect, analyse and present data
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

SEND Provision

We believe that creating a positive, supportive learning environment for all pupils without exception is key to historical success.

We recognise that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, scaffolding, expected outcomes and/or support from peers or adults.

For our SEND pupils, class teachers and subject leaders will work closely with our SEND Coordinator to ensure that all SEND pupils are catered for appropriately during Geography lessons.

Assessment and Recording

At Shadsworth Junior School assessment is an integral part of the teaching process. Assessment is used to check pupils strengths and to identify concepts that may need revisiting, or to make changes to future curriculum plans to address gaps if needed or to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

We use Knowledge Organisers as a guide to our planning. Linked to the Knowledge Organisers, we devise our own quiz at the end of the unit based on what the pupils have learnt. The score the children get will be used in association with teacher assessment to grade each pupil with a working below year group expectations, working at the expected standard or working above the expected standard. This is recorded within a whole school spreadsheet designed for foundation subjects.

Monitoring

Monitoring takes place regularly through sampling children's work; teacher's planning, through book scrutiny, talking to the children and lesson observations. We also plan for a Deep Dive Monitoring Day regularly to ensure that subject leaders have a current and up-to-date working knowledge of their subject across the school.

Leadership of Geography

It is imperative that an outstanding subject leader takes a high level of control over their subject. Approximately three times per year, an Impact Statement will be prepared which details what are the intent/actions required for Geography within a set time period. This is followed by implementing the actions needed before analysing the impact. This on-going action plan ensures the constant review of Geography across all year groups. Regular staff training is undertaken as is meetings with other Geography leaders. All of which guarantees that the subject leader has an up-to-date working knowledge of Geography within school, across BwD and nationally.

Ambassadors

All classes have chosen pupils who have an interest and passion for Geography. These pupils meet every half-term to discuss what is happening in Geography and what will be happening which will then be fed back to every class.

Resources

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children.