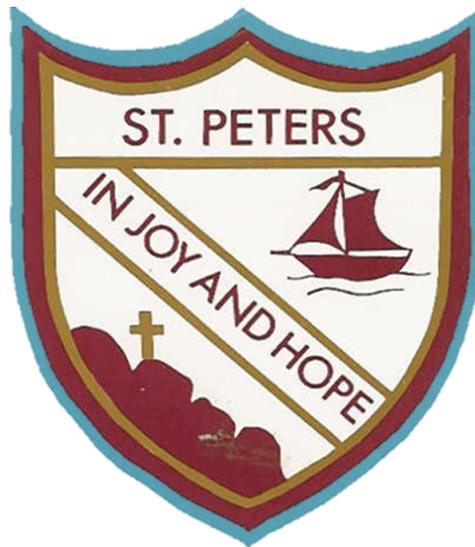


St Peter's Catholic Primary School



Geography Policy

Agreed by Governors: June 2021

Chair of Governors Signature _____

Introduction

This policy reflects St Peter's values and philosophies in relation to geography. It sets out a framework within which the staff can operate. It is in conjunction with the National Curriculum for Geography.

This policy has been drawn up in agreement with the staff and has the full agreement of the governing body.

Aims & Values

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to read and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world and compare them with their local area.
- To increase children's knowledge of their cultures and, in so doing, teach a respect and understanding of what it means to be positive citizens in a multi-cultural country.
- To allow children to learn graphic skills, including how to use, draw and interpret maps.
- To enable children to know and understand 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, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphics, pictures and aerial photographs, and we enable them to use technology in geography lessons where this serves to enhance their learning. 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 the 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, some children not completing all tasks
- Grouping children by ability in the room and setting different tasks to each ability group
- Providing resources of different complexity according to the ability of the child; using classroom assistants to support the work of individual children or groups of children.

Assessment

Assessment has two main purposes:

- Assessment of learning (also known as summative assessment)
- Assessment for learning (also known as formative assessment)

Assessment of Learning (AoL) – summative assessment

Assessment of learning is any assessment that summarise where learners are at a given point in time – it provides a snapshot of what has been learned and is used in conjunction with APP (Assessing Pupils Progress)

Assessment for Learning (AfL) – formative assessment

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

At St Peter's Catholic Primary School we recognise that AfL lies at the heart of promoting learning and raising standards of attainment. We further recognise that effective AfL depends on actually using the information gained.

Role of the Subject Leader

The subject leader is responsible for coordinating geography throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how geography should be taught.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implantation and assessment of geography throughout the school.

Role of the Class Teacher

- To ensure progression in the acquisition of geographical skills with due regard to the National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify inset needs in geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for geography, liaising with the co-ordinator where necessary.
- To inform parents of pupils progress, achievements and attainments.

Parental Involvement

At St Peter's Primary School we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child.
- Inviting parents into school in the summer term to discuss their yearly report. Having an 'open-door' policy where parents are free to speak to class teachers either before or after school each day.