**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Geography Policy

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:-

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

**Policy Statement**

At St. Julie we greatly value the importance of Geography learning and as stated in the National Curriculum, we believe that:

*“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”*

(National Curriculum for England 2014)

**Aims**

The national curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
* 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
* are competent in the geographical skills needed to:
	+ collect, analyse and communicate with a range of date gathered through experiences of fieldwork that deepen their understanding of geographical processes
	+ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
	+ communicate geographical information in a variety of ways, including through maps, numerical and quantative skills and writing at length.

(The National Curriculum in England Framework Document (DfE) 2014)

**Rationale**

This policy details the provision we make for the learning and teaching of geography at our school and in particular:

* The value the school attaches to the learning and teaching of geography and the entitlement for all our pupils to work as a geographer.
* To provide a framework and terms of reference for all staff engaged in facilitating the learning and teaching of geography with our pupils and in particular to ensure consistency of standards across the school;
* How the geography curriculum is organised to ensure breadth, balance, continuity and progression in subject outcomes;
* How the curriculum is organised, monitored and evaluated on a regular and ongoing basis;
* To clarify that the implementation of this policy is the responsibility of all staff engaged in the learning and teaching of geography.

**Organisation and Planning**

Early Years Foundation Stage

Within the EYFS geography is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to develop their geographical knowledge, understanding and skills in relation to the physical world and their community. EYFS pupils develop their understanding of geographical vocabulary, when responding to stories about places and exploring spatial concepts developing their use of the language of position and direction. They undertake half termly enquiries in geography and these are outlined in the Long Term Plan and each of these are informed by the medium term plan. The medium term plan details the objectives, vocabulary, learning and teaching activities and assessment and recording methods adopted each half term. The medium term plan also informs the teacher of the sequence of learning that will build on the children’s learning throughout the enquiry.

Due to the nature of learning in the EYFS throughout the years the children will engage in a range of multisensory activities to learn about :

* Similarities and differences in relation to places
* Features of their own immediate environment and how environments may vary from one to another
* Similarities and differences among communities and traditions

Years 1 – 6

* In Key Stage 1 and 2 each year group undertakes three half termly enquiries in geography and these are outlined in the Long Term Geography Plan Years 1-6. Each of these enquiries is informed by a Medium Term Planwhich details the objectives, vocabulary, learning and teaching activities and methods of assessment and recording adopted each half term. This medium term plan informs teacher planning on a session by session basis throughout each half term.

**Progression Early Years Foundation Stage (EYFS)–Year 6**

At our school we want pupils to become better geographers and to ensure continuity and progression for all pupils the curriculum is carefully organised from EYFS to Year 6. (See the Progression in Geography) We aim to develop our pupil’s knowledge, understanding and skills:

* The expected subject outcomes in terms of increase in complexity and level of challenge ;
* There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
* The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
* The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
* The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking.

EYFS and Key Stage 1

We recognise that our expectations of pupil outcomes must never be confined by their stage of learning we nevertheless ensure that in the Foundation Stage and at Key Stage 1 our core subject expectations enable pupils to learn and consolidate the fundamental attributes of a being a geographer.

 At this stage there is a particular focus therefore on ensuring that our pupils are able to recognise, identify, describe, observe reason and begin to offer explanations whilst using basic and increasingly appropriate subject vocabulary.

* Identify, describe, compare and contrast and offer reasons for the similarities and differences they observe in the physical and human geographical features of their school grounds, the locality of the school and a number of contrasting environments in the United Kingdom and around the world;
* Use more accurately a wide range of basic geographical vocabulary;
* Use simple fieldwork, mapping and aerial images to observe, present and communicate geographical information;
* Develop a sound locational knowledge of the basic geographical characteristics of the United Kingdom, the wider world (Continents, Oceans, North and South Poles and the Equator);
* Identify describe compare and contrast and suggest reasons for daily weather patterns in the United Kingdom and contrasting hot and cold locations in other parts of the world.

Key Stage 2

In Key Stage 2 our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 and in particular we support pupils to:

* Demonstrate geographical understanding by describing and explaining in basic terms the similarities and differences in the physical and human features of their home area and a European area and a Megacity in South America, including offering some reasons why both places are changing;
* They will also be able to locate, describe and explain some of the reasons for the distribution of globally important physical and human geographical features including climate zones, deserts, tropical rain forests, volcanoes and the world’s largest urban areas;
* They will also be able to identify, describe and explain the significance on a world map and globe of important lines of latitude and longitude, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn together with the Arctic and Antarctic Circle, the Greenwich Meridian and Time Zones;
* They will now demonstrate more detailed locational knowledge of the geographical features of the United Kingdom together with those of the other countries and locations around the world they study through their enquiries;
* Show they understand and apply some specialised subject vocabulary;
* Use effectively techniques to gather, present and communicate geographical information including digital technologies.

At Upper Key Stage 2

* Through the study of physical features such as rivers and mountains pupils show that they understand how distinct landscapes are formed by natural processes and can make basic informed judgements about some of the challenges and benefits they present to humans;
* Pupils show, for example, through investigating the impact of climate change and the role of National Parks in the United Kingdom that they are able to evaluate information from conflicting viewpoints and perspectives and make their own informed judgments;
* Demonstrate that they can interpret a range of sources of geographical information and communicate their knowledge and understanding in a variety of ways e.g. through oracy, maps, numerical techniques and writing.

**Cross-curricular Opportunities**

**Connecting Geography to other areas of the curriculum**

We aim to make meaningful links with other subject areas and it is important because it highlights to the pupils the interdependence of the real world. When making such connections we must maintain subject rigour and appropriate expectations in Geography for each stage of learning. For example, the primary objective of applying key literacy and numeracy conventions to Geography is to enable our pupils to achieve more and better in Geography – i.e. to develop as young geographers. To this end we must ensure that high standards of English and mathematics when applied to Geography, result in equally and appropriately high standards of geographical subject attainment.

In some of our geographical enquiries it may be appropriate to make links and teachers will seek to take advantage of opportunities to make cross-curricular links with other subjects. The use of information and communication technology will promote, enhance and support the teaching of Geography wherever possible.

**Equality and SEN Statement**

At St Julie Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Geography. In our differentiated planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils. We appreciate that children may have special educational needs throughout, or at any time during their school career. At St Julie Primary School we aim to facilitate the full inclusion of pupils with special educational needs.

We teach Geography to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children in their class.

 **Assessment**

Pupils’ progress is assessed and monitored during the year through normal teacher planning and observation.

At the end of the each of the three terms, the teacher will be able to use their knowledge and understanding of the pupils gained through extensive formative assessment over the previous year to reach an accurate judgment of what they know and can do. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a ‘best fit’ summative judgement. **Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded judgement of their attainment in geography**

**Reporting**

All children receive an annual written report in which there is a summary of their child’s attainment, effort and progress in geography over the year. Parent consultation evenings are held three times a year when children’s progress in geography can be outlined and discussed if appropriate.

**Resources**

The school has resources to support the teaching of Geography throughout all year groups. Resources are upgraded and renewed as and when the need arises. Class teachers can consult with the subject leader about appropriate resources.

**Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy.

Prior to fieldwork and educational visits the lead teacher will submit risk assessments which will be assessed by the head teacher.

**Monitoring and Evaluation and the role of the Geography subject co-ordinator**

All teachers at our school are responsible for monitoring standards in geography but the geography i leader, under the direction of the Headteacher, takes a lead in this. The monitoring of the standards of children’s work and of the quality of teaching in geography will be undertaken by the subject leader. The subject leader will also support colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader provides the Head Teacher with an annual Action Plan in which the objectives for the coming year are identified. At the end of the academic year, these actions are then evaluated.

**Role of Governors and parents**

Our governors determine, support, monitor and review the school policies in Geography.

In particular they:

• support the use of appropriate teaching strategies by helping to allocate resources effectively

 • ensure that the school buildings and premises promote successful teaching and learning

 • ensure that high quality staff are appointed

 • monitor how effective teaching and learning strategies are in terms of raising pupil attainment

 through link visits to the school and in consultation with subject leaders

 • ensure that staff development and performance management policies promote good quality

 teaching and learning

 • monitor the effectiveness of the school’s teaching and learning policies through the school self-

 review processes. These include reports from subject leaders and the termly Head Teacher’s

 report to the governors as well as a review of the in-service training sessions attended by our

 staff.