

# Geography Policy September 2017



Saint Augustine Webster  
Catholic Voluntary Academy



## **Mission Statement**

### **The school will aim to:**

- \* develop an awareness of God's love and presence in individual lives and to elicit a response to that;
- \* help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- \* make prayer, worship and liturgy valued experiences;
- \* develop real links with home and parish;
- \* create caring relationships with all those children and adults who are involved in the school.

### **Statement of Philosophy**

The study of geography is important to help pupils understand the world around them and their place within it. Children need to develop an understanding of the world to be able to locate themselves in it, and to appreciate their relationship and responsibility towards it. Geography can help promote personal and social development as well as spiritual and moral values when considering the natural, everyday wonders of God's creation, and the diversity of cultures within the world.

## **Aims**

At St. Augustine Webster Catholic Voluntary Academy, we aim to provide purposeful and real-life contexts for children to develop key skills in Geography as well as related curriculum areas, such as in numeracy, literacy and IT.

### **Key stage 1**

**Pupils should be taught to:**

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

### **Key stage 2**

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

- Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers,

- mountains, volcanoes and earthquakes and the water cycle

- human geography, including: settlements, land use, economic activity including trade

- links and the distribution of natural resources including energy, food, minerals and

- water supplies.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- Use a wide range of geographical sources in order to investigate places and patterns.

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

Geography also provides opportunities for pupils to develop the key skills of IT, through using CD-ROM's and the Internet selectively to find information about places and environments.

### **Learning Objectives**

- \* To Investigate Places
- \* To investigate Patterns
- \* To communicate Geographically

## **Implementation**

Each teacher can utilise the National Curriculum to aid their medium and short term planning. Resources can be accessed within school and online to aid planning. Teachers aim to include varied techniques in their implementation of the Geography curriculum, so that it can be seen that pupils are experiencing a wide range of activities and approaches. These different methods will allow for differentiation for pupils at different levels of attainment. The following resources could be included within any given lesson:-

Discussion  
Fieldwork  
Pictures  
Photographs  
Maps  
Visits  
Visitors  
Surveys / Questionnaires  
Role-play  
Problem solving  
Videos  
Research  
Games

Differentiation can be achieved using different resources for different groups, or stepped tasks with a number of parts, progressing in difficulty, or a common, open-ended task, which allows pupils to respond in different ways.

## **Assessment**

We assess children's work in Geography by making informal judgements as we observe them during each Geography lesson and as themes progress. Evidence may include comments, anecdotal observations, photographs, video, pictures or written work. On completion of a piece of work, the teacher marks the work and comments as necessary, using the schools marking code. At the end of a theme, the teacher makes a summary judgement about the achievement of each pupil in relation to the National Curriculum key skills. This information is passed on to the next teacher at the end of the year.

The Geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in Geography for each age group in the school. This also can show examples of working towards expected, expected and greater depth learning.

## **Role of the Co-ordinator**

- \* To develop a school policy.
- \* To be available for any help or advice which may be necessary.
- \* To attend courses and provide feedback to staff.
- \* To ensure that resources are kept up to date, stored conveniently and are accessible to all staff.
- \* To oversee continuity and progression within the curriculum.

## **Resources**

Each classroom has a globe and a set of modern school atlases. Large world maps are also available, annotated according to the requirements of the new National Curriculum 2014.

## **Review and Revision**

This policy reflects the consensus of opinion of the entire teaching staff, brought about through discussion in staff meetings. The implementation of this policy is the responsibility of all the teaching staff. The Geography Co-ordinator, who will collect and collate ideas and experiences of colleagues that arise during staff meetings, will review it every two years.

Policy reviewed October 2019.

S. Hopkins