

# GEOGRAPHY POLICY

## St Thomas More's Catholic Primary School

### RATIONALE

Geography ‘**provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives**’ (p108, The National Curriculum).

Geography is about people and places and the interrelationship between them. By asking pupils to focus first on their immediate surroundings, then, in ever-broadening circles, on the wider world, we encourage them to think critically about the human and physical patterns and processes which shape the environment. We inspire pupils to think about their own place in the world, their own rights and values and also their responsibility towards other people and environmental issues.

Geography is taught in line with our Mission Statement ‘**to educate and inspire every child to fulfil their unique giftedness in a loving Catholic community**’ and also in accordance with our Teaching and Learning Policy.

### AIMS

At St Thomas More’s our intention is to provide equality of opportunity for all pupils, which will:

- stimulate pupils’ interest in their surroundings and the variety of human and physical features in the wider world
- help pupils to develop a sense of concern and commitment to care for and sustain the Earth and its inhabitants
- develop and extend pupils’ knowledge and understanding of people and places, patterns and processes, environmental change and sustainable development, through the use of geographical enquiry and skill
- develop pupils’ spirituality through the discussion of local and global issues
- develop the concept of stewardship and global citizenship. This is one of the primary aims of the Knowledge of the World Curriculum team of which the teaching and learning of Geography forms a vital part

### OBJECTIVES

- to promote geographical enquiry within a context
- to understand and use geographical vocabulary
- to encourage children to express their own views about people, places and the environment and understand the points of view of others
- to develop spatial, directional and distance awareness
- to make and use maps of different types and ranges and for different



## **GUIDELINES**

### **St Thomas More's Catholic Primary School**

#### **SCHEME OF WORK**

Geography is taught in all classes throughout the school. In Foundation Stage, there is coverage of the relevant Geography elements of Knowledge and Understanding of the World. In Key Stage 1 and 2, pupils are taught in accordance with the programmes of study for Geography as set out in The National Curriculum 2000. The scheme of work is mainly based on the QCA work units, though some units have been modified or adapted to meet the needs of the children in the school and to take advantage of local architecture and the school grounds.

#### **FIELDWORK**

Fieldwork is a statutory requirement in Geography and, as part of geographical enquiry and investigations, pupils are given opportunities to work outside the classroom, exploring first the school and the school grounds, then the area immediately outside the school grounds and, finally, the local area of Bedhampton and other contrasting localities. A risk analysis is made and the Governors' approval is sought before pupils are taken out of school on excursions, as stipulated in the school's Off-Site Activities' Policy.

#### **TIME ALLOCATION**

Geography and other foundation subjects receive a coverage of 15-20 hours per year in Key Stage 1 and 18-22 hours per year in Key Stage 2. Foundation Stage children explore aspects of their own classroom, the school and the school grounds on a more flexible basis.

#### **ASSESSMENT**

In Geography, the level descriptors indicate progression in the four aspects of knowledge, skills and understanding set out in the programmes of study of The National Curriculum 2000. These are: geographical skills and enquiry, knowledge and understanding of places, knowledge and understanding of patterns and processes, knowledge and understanding of environmental change and sustainable development. Assessment is made against key objectives for each unit of work and an annual report on pupils' progress is sent to parents. Additionally, writing in Geography is linked to the writing outcomes in Literacy, when appropriate.

#### **MARKING**

In accordance with our Marking Policy, at least one piece of work per unit will be thoroughly marked and assessed and will include teachers' comments on attainment and future improvements.

## **SEN/ABLE CHILD**

- differentiated tasks will be set in Geography, in keeping with school policy, to provide for the needs of SEN pupils and able pupils
- adult support will also be given when appropriate
- differentiated learning outcomes given at the end of each QCA unit of work will be used to match tasks to pupils' abilities

## **SAFETY**

All aspects of the Health and Safety Policy and Off-Site Activities' Policy must be adhered to with regards to the teaching and learning of Geography at St Thomas More's, particularly when field trips take place off-site.