

NORTHCOTE PRIMARY SCHOOL GEOGRAPHY POLICY

THE AIMS OF GEOGRAPHY AT NORTHCOTE PRIMARY SCHOOL

Geography is a statutory foundation subject in the National Curriculum. Aspects of it also appear in the Early Learning Goals of the Early Years and Foundation Stage.

Through the teaching of Geography at Northcote Primary School, we aim to provide our children with a broad and balanced curriculum that enables them to acquire a good understanding of events, people and places in the present. Through their study and enjoyment of Geography, we will help children to develop their geographical skills and lay the foundations of knowledge and understanding that, as they grow and develop, will enable them to become more confident, caring, tolerant citizens of the 21st century.

OBJECTIVES

At Northcote Primary School, through the teaching of geography, children will develop:-

- Knowledge of where places are and what they are like.

- An appreciation and understanding of the lifestyles of the people who live there.

- An understanding of how places and environments change over time.

- An understanding of patterns and processes in physical and human geography.

- Knowledge and understanding of environmental change and sustainable development.

- An appreciation of the application of geography to environmental, social and political issues.

- The ability to carry out geographical enquiry – asking questions.

- Analytical and presentational skills especially using maps, photos, plans, atlases and diagrams.

- The use of fieldwork techniques.

This document can be made available in other formats too.

EQUAL OPPORTUNITIES

Geography is a subject that is rich in opportunities to provide positive images of race, religion, culture, ethnicity and gender for children at Northcote Primary School. It is also a subject that allows our children to understand that some people have / have had negative attitudes towards those who are / were different from themselves. Through their teaching and the careful use of resources, staff will challenge such attitudes and allow boys and girls of all races, religions, cultures and background to acquire a sense of self-worth and self-belief.

S.E.N.D.

Children whose needs are greater than the majority, will be able to access the Geography National Curriculum through the use of differentiated tasks and activities that will extend and challenge the least and most able, enabling them to progress at the appropriate level for their ability. These activities are planned into the schemes of work or weekly planning. The differentiated activities are likely to include some of the following methods:-

- Use of simplified / more difficult written sources.
- Use of simplified / more difficult worksheets.
- Use of simplified / more difficult questioning techniques.
- Use of non-written sources.
- Prompting Teaching that reflects the kinaesthetic, auditory and visual preferences of our pupils, promoting children with dyslexia.
- Setting tasks and activities that require oral / drawing / painted / constructed / dramatic responses as well as written responses.
- Use of simple recording mechanisms e.g. Tally or Bar Charts.
- Use of Computing software for less or more able children.

CROSS CURRICULAR LINKS

English

Wherever possible, staff will be encouraged to use stories, poems and information texts. Key geographical vocabulary will be introduced and explained. Children will be encouraged to produce at least one piece of extended writing for each of their Geography topics. This will be marked primarily for geographical content but also for spelling, grammar and punctuation.

RESOURCES

Resources

Resources are varied to reflect the diverse needs of children at Northcote Primary School and are organised as follows:-

- Geography resources are held by individual class teachers.
- Resources are organised by topic and stored in topic boxes.
- Lists of relevant Computing software are available.
- Class sets of atlases are stored in classrooms. (Full set for each Key Stage)

Budget

The Geography manager conducts an annual audit of need and is provided with a budget agreed by the Head teacher and Governors. It is built into the annual school development plan. Geography is part of a 2-year cycle of school development planning. When their 'turn comes', the subject will receive more time for development and INSET.

Inset and Professional Development

When appropriate, staff will be encouraged to attend in service training to reflect the needs identified by the subject managers' procedures and those outlined in the school/subject development plan.

ASSESSMENT, RECORDING AND REPORTING

At the end of each unit of work, staff will be asked to retain a representative sample of children's work from their class. Subject managers, alongside class teachers, will mark and moderate these samples of work against the skills and knowledge identified in the Northcote Learning Stages for Geography and award a level (S-Skilled, D-Developed, B-Beginning/Emerging). These levels will be recorded on O 'Track Termly. Furthermore, end of unit assessments are obtained through the use of 'POP' (Proof of Progress) tasks. All children's written work will be marked according to the school marking policy. Children's achievement in Geography will be reported to parents on an annual basis. Achievement will link to the progress made in the children's knowledge and understanding of the relevant aspects of breadth of study and their acquisition of geographical skills and concepts. Individual children will not be awarded a National Curriculum level.

MONITORING

Subject managers will monitor progress and attainment in geography in the following ways:-

- Discussion and analysis of teachers' half term plans, cross referencing with the Programmes of Study.
- Scrutiny of children's work against these half term plans.
- Moderation of children's work.
- Visiting classrooms and taking note of wall displays.
- Observing lessons.

The Geography subject manager will be given time to conduct this monitoring exercise.

MATHEMATICS

Staff will be encouraged to link the use of dates, times, graphs and charts whenever they present themselves naturally in the teaching of Geography with their teaching of the Mathematics Curriculum.

COMPUTING

Geography links well with Computing. Children will be encouraged to conduct research projects using both the internet and ICT Materials purchased by the school. Children will also be encouraged to present their work using software. When undertaking fieldwork, photographic and other recording equipment will be provided to enable children to become more proficient in the use of these forms of information Technology.

ORGANISATION OF THE BREADTH OF STUDY

At Northcote Primary School, children are taught in mixed ability group sets for Geography. At Key Stages 1 & 2, the geography breadth of study is taught in termly blocks.

In the Foundation Stage, children encounter some of the early skills and concepts of geography when they explore their knowledge and understanding of the world.

At Key Stages 1 & 2, staff use and adapt the following schemes of work to teach the Programme of Study.

- School produced
- Recommended by The Royal Geographical Society and in line with curriculum objectives.

- Hamilton Trust

Member of staff responsible: Ian Burbridge and Laura Toby

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