



St Luke's C.E. Primary School

Geography Policy

Langport Avenue

Longsight

Manchester

M12 4NG

St Luke's Geography Policy

Purpose:

The purpose of this policy is to:

- Highlight the importance and value our school attaches to pupils learning Geography and to developing as young geographers;
- Recognise and establish an entitlement to learning and teaching in Geography for all pupils as a statutory educational requirement;
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of attitudes and values;
- Clarify how we will assess, record and communicate the performance of our pupils in Geography as they progress through school;
- Outline the approach to learning Geography our school advocates through outcomes focused and key question led enquiries which are relevant, meaningful and rigorous.

Geography is a valued part of the curriculum at St. Luke's C. of E. Primary School. It explores the relationship and interactions between people and the environments in which they live upon and depend. With so many changes happening in the world and to our environment, it is important that our pupils know about geography and can think like geographers. Geography helps to prepare them for life in the 21st century with all of its currently unknown possibilities. In terms of what we teach in Geography and how we encourage and support our pupils to learn the subject, we seek to develop young geographers who are able to make links and connections between the natural world and human activity. Our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in Geography which is informed by the National Curriculum.

What are the aims and objectives?

Our school aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives;
- 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;
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
- Acquire Geographical knowledge, understanding and skills;
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the Primary Geography Curriculum -Reference: DFE-00186-2013)

Targets

At St. Luke's we aim that 80% of our children will be on age-related expectations at the end of Key Stage One and Key Stage Two.

Inclusion in Geography

We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises.

[Click here for our Accessibility Policy](#)

Teaching and learning style

In Geography, the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school, therefore, we seek to encourage pupils to learn their Geography through big question led enquiries about topics, places and themes which focuses on real people, places and geographical issues and allows them sufficient scope and time to really engage in high order subject skills such as developing explanations, reaching conclusions, making judgments, evaluating and, applying information learned in one context to another and generating their own ideas and questions to investigate. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT 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, for example research of a 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 tasks which are open-ended and can have a variety of responses;
- setting tasks with increasing challenge;
- 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.

SMSC and British Values

SMSC and British Values are incorporated into the curriculum as appropriate and when related to the taught content. More information about the policies at St Luke's can be found on other pages.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

Geography curriculum planning

The school uses the New National Curriculum as the basis of its curriculum planning, 'Connected Geography' is also used and planning is enriched with resources and ideas from other places where necessary. The scheme has been adapted to the local circumstances of

the school in that we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning maps the Geography units studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1. In other cases we arrange for the children to carry out an independent geographical study.

Our medium-term plans give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson.

We plan the topics in Geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT.

Out of school learning

At St Luke's, teachers are encouraged to take children out of school to enhance their learning. An important part of this is the Key Stage Two residential trips to the Peak District. Teachers are also encouraged to make use of the school grounds and local area. All children also have termly 'Projects' which provide opportunities for extended learning in Geography.

Safeguarding

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

Assessment for learning and Reporting to Parents

Key objectives and subject outcomes along with suggestions as to how achievement against these expectations can be evidenced is detailed in each of our geographical enquiries and investigations.

Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess the children's work in Geography while observing them working during lessons. Geography is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We also have trackers which contain the objectives for each year group and teachers will give the children a 3, 2 or 1 for that objective depending on how the child has found it. We pass this information on to the next teacher at the end of each year.

Individual class teachers keep samples of the children's work which shows the expected level of achievement in Geography in each year of the school.

Coordinator Role

The role of the Geography co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Geography
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of Geography
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of Geography.

Evaluation Policy

The coordinator will evaluate this policy annually or at a curriculum change by:

- On-going discussion with staff.
- Work scrutiny – sampling pupil work in year groups, across year group classes to ensure there is differentiation, continuity and progression.
- Discussions with children, experts (outside agencies) and parents.

Document Control	
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