



## **NORTH FERRIBY C E PRIMARY SCHOOL**

# **GEOGRAPHY POLICY**

<b>Date of New Policy:</b>	<b>Spring 2017</b>
<b>Review Date:</b>	<b>Spring 2019</b>
<b>Policy Type:</b>	<b>School</b>
<b>Co-ordinator:</b>	<b>Patrick Sweeney</b>
<b>Link Governor:</b>	<b>Mr. E. Jennison</b>
<b>Committee:</b>	<b>Curriculum</b>

**Mission Statement:**

A Christian School with children at its heart.

**Christian Values Statement:**

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

**Ethos Statement for North Ferriby CE VC Primary:**

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

## **1. Introduction:**

This policy document has been reviewed by the coordinators after consultation with the teaching staff and Governor with responsibility for Geography and is presented to the Curriculum and Standards committee.

It is a working document, which reflects the ethos and practice within the school in relation to Geography. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

*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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.*

'The Primary National Curriculum Document – September 2014'

## **2. Aims:**

To support the implementation of the school vision plan, we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet
- Enhance children's sense of responsibility for the care of the earth and its inhabitants
- Teach the skills and knowledge necessary to develop children as Geographers
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills
- Help children understand how to use a map in a variety of different contexts

### **3. Planning:**

*Our planning processes follow the statutory guidance laid down in the 'The Primary National Curriculum Document – September 2013'. The school will continue to adhere to this until any changes to these requirements are made.*

#### **Making it relevant**

Geography topics are selected with an understanding of the school's locality and the context of the children within it (e.g. a topic about 'Rivers' would be focused around the Humber). We make use of local expertise when opportunities arise (local geographers or knowledgeable parents). Good use is made of visits and visitors to bring topics alive and make them memorable for the pupils. Else Johnson has delivered a variety of sessions across KS2. e.g. Indian Foods, African Foods, etc.

- **Long term planning:** The school adopts a topic based approach to long term planning. Topics usually last for one term and run on a two year rolling programme due to our mixed year-group classes. Sometimes the school forward plans a whole school topic
- **Medium Term Planning:** Once the topics are agreed, the school uses the online planning tool to set out which areas of each subject will fit best into each topic. This document ensures that for each subject there is full coverage of the statutory curriculum throughout the school
- **Short Term Planning:** Each teacher uses the 'Chris Quigley – Key Skills' document to ensure that the pupils in their class are accessing the curriculum at the correct level through the topic they are covering

### **4. Links with other Curriculum areas:**

- Literacy – Geography actively promotes the skills of reading, writing, speaking and listening. Literature Topics e.g. 'Holes' may link to Geography. e.g. Texas and U.S.A.
- ICT – the use of ICT in Geography to enhance their skills in data handling, presenting work and researching information using the internet.
- Dance – the opportunity to develop the knowledge of and learn dances relevant to regions of the world.
- Art – the study of art from different periods parts of the world.
- French – Physical Geography of France -Study of cities and regions of France, Rivers and Mountains in France, produce of France. e.g. wine growing areas, weather/climate in France.
- R.E. – locations of places in the bible.
- Music – Music from around the world e.g. Chinese Music Workshop links

## **5. Assessment:**

There is no statutory assessment of Geography however children are monitored on a regular basis to check progress. A range of assessment for learning strategies are used, for example peer marking - the children regularly peer mark and are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve, traffic lighting achievements against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these strategies both children and adults are able to recognise progress made.

Assessment is an integral part of the teaching process and informs planning and facilitates differentiation. Assessment of children's learning is ongoing with marking guided by the school's Marking Policy.

## **6. The Role of the Coordinator:**

- To support colleagues with the delivery of the curriculum across the Foundation Stage and both Key Stages ensuring continuity and progression.
- To evaluate, with colleagues, the effectiveness of teaching through topics and make changes to the long term plan accordingly.
- To keep abreast of current developments and training opportunities and disseminate information to staff.
- To arrange any appropriate inset training.
- To order and audit appropriate resources.
- To inform governors of current practice in Geography .

## **7. Health and Safety:**

When planning fieldwork all teachers are required to gain permission from the Head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines. Please see The School educational visits policy and guidelines for helpers, and Health and Safety policies for more details on planning a trip.

## **8. Equal Opportunities:**

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and

equally the more able and Gifted and Talented children. Teachers should set suitable learning challenges and respond to each child's different needs. At North Ferriby C of E Primary School we have due regard for our duties under the Equality Act 2010. Through the delivery of the Geography curriculum we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing equality of opportunity involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

## **9. SEND:**

We teach Geography to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching Geography we take into account the targets set for the children in their Individual Education Plans (IEPs).

## **10. Christian Values:**

Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. Examples of how these values are explored through the Geography curriculum are as follows:

- **Friendship forgiveness and trust** are explored through Human Geography where relationships and interactions between groups of people across the world are studied
- **Service** is explored through charity work linked to global events
- **Creation** is explored through an awareness of the world and through physical geography when looking at land formations, climate zones and ecological matters

## **11. School vision plan:**

Pupils develop:

- **Enterprise:** Financial awareness which may be related to human geography
- **Thoughtful:** Children are taught to make links based upon the world around them. Through human geography, they learn about and empathise with people from a range of countries and cultures.
- **Healthy and Safe:** - Ability to stay safe
  - Healthy lifestyles both physically and mentally
  - Communication skills

- Awareness of lack of health/safety of others both locally and around the world
- **Creative:** Children are encouraged to develop creativity via Geography themes.
- **Core Christian Values:** Spiritual and moral understanding