



NORTH FERRIBY C E PRIMARY SCHOOL

GEOGRAPHY POLICY

Date of New Policy:	Summer 2015
Review Date:	Summer 2017
Policy Type:	School
Co-ordinators:	Helen Dunn, Patrick Sweeney
Link Governor:	Gavin Harrison
Committee:	Curriculum

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 has been 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 2013'

2. Aims:

Through the teaching of Geography 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:

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 topics

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

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.

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 and other important religious places

5. Assessment:

Assessment focuses on the skills elements of Geography, as contained in the skills curriculum overview. Assessment is normally continuous with teachers making judgments about pupils' learning on an ongoing basis in order to inform the next steps in learning for individuals and groups. Verbal feedback in lessons is critical to moving children forward, but some work is annotated with points about what pupils need to do in order to improve and concludes with simple targets for improvement. These assessments need to be done in the light of geographical skills. During each theme teachers note those children who have either exceeded expectations or fallen below them. This is used to inform what is taught next.

6. The Role of the Coordinators:

- 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 visit.

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. 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 pupil's needs

9. SEND:

It is the responsibility of teachers to ensure that all pupils, irrespective of ability, 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.

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 Esther's school Nairobi and other 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. Skills for Life:

- Skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions
- children will be encouraged to develop an interest in and respect for, people and places beyond their immediate experience
- using ICT to communicate with and explore a variety of people, places and environments across the world
- Pupils' interest in their surroundings will be stimulated and in the variety of human and physical conditions on the Earth's surface
- A sense of wonder at the beauty of the world surrounding them will be fostered
- pupils will be encouraged to develop an informed concern about the quality of the environment and the future of the human habitat
- a sense of responsibility for the care of the earth will be enhanced and for its people and secure their commitment to promoting and living sustainable lifestyles