

"Love one another"



St Joseph's Catholic Infant School

"Christ is Our Model"



St. Joseph's Infant and Junior Schools

Geography Policy (2015)



Sustainable Travel
Accredited and Recognised
Outstanding level 2010



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St Joseph's Catholic Junior School

St Joseph's Mission Statement

We Follow Christ's Footsteps in Love

St Joseph's aims to remember that our faith underpins all that we are and all that we do.

We aim to commit ourselves to providing our children with a balanced curriculum where abilities and interests are stimulated.

Prayer and worship will be real experiences for each child, parent, governor and member of staff.

We endeavour to strengthen Christian values and encourage all to live in a harmonious, multicultural society.

Race and Equality Statement

Clearly if we are to achieve our mission statement we must aim not only to eliminate unlawful racial discrimination but also to actively promote equal opportunities and good race relations in all areas of school life.

We aim to eliminate both direct discrimination (treating a person on racial grounds less favourably than others are or would be treated in the same or similar circumstances) and indirect discrimination (when the application of a condition, though applied equally to all racial groups, is such that a smaller proportion of a particular racial group can comply with it, and it can not be shown to be justifiable on other than racial grounds).

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Philosophy:

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential, as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils will need skills to use maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value. The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims and Objectives

Geography teaches an understanding of places and environments. Geography is carefully planned, with the new National Curriculum in mind. Children learn about their local area and compare their life in this area with children in other regions of United Kingdom or the wider world. They also learn about other countries in more detail and make comparisons with areas more familiar to them. The children learn how to draw and read maps and develop their skills of research, investigation, analysis and problem solving. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. Teachers plan differentiated activities to develop and deepen the children's skills and knowledge.

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The Aims of Geography are:

- ❖ To enable children to gain knowledge and understanding of places in the world
- ❖ To increase children's knowledge of other cultures and countries, and, in doing so teach a respect and understanding of what is to be a positive citizen in a multi-cultural society
- ❖ To allow children to learn geographic skills, including how to use and read maps
- ❖ To enable children to know and understand environmental problems at a local, regional and global level
- ❖ To develop a variety of other skills including those of enquiry, problem solving, ICT and investigation.

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons to suit our children and extend them to their full potential. We offer them a variety of resources which include maps, posters, DVD, ICT and photos. We promote the children being able to ask questions, to further their own learning, as well as being able to answer them. We encourage class discussions and debates, group/paired discussion, research tasks, comparing and observing and open ended tasks where possible to enhance the children's learning. We use ICT and video wherever possible to engage, demonstrate, compare, research, observe and record with.

Curriculum

The children will receive 1 ½ hours of teaching timer per week. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. In St Joseph's infant and junior schools, we ensure geography is planned and taught to a high standard.

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Planning

Each year group has new planning and many new topics in place that has evolved from the new curriculum. Teachers work together to review, update and continue to differentiate activities for the children in their class for each lesson. Extensions and deeper questioning is planned for those we wish to extend.

Early Years

Geography is taught in reception and nursery as an integral part of the E.Y.F.S curriculum. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use

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geographical skills and resources, such as maps, atlases, aerial photographs and ICT.

Assessment and Recording

At the end of each Geography topic the teacher annotates and collates 6 samples of work, at varying abilities, for their assessment folder. Each sample is annotated and marked with emerging, expected or exceeding depending on the skills and knowledge they have evidence for. This also includes verbal evidence that the teacher may have collected through observations and discussions. This in turn is monitored by the co-ordinator.