



St. Patrick's Catholic Primary School: Geography Policy – September 2019

The National Curriculum states that:

“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.”

Intent

Our curriculum for geography aims to ensure that all pupils are taught locational knowledge, place knowledge, human and physical geography and the skills and fieldwork to apply this knowledge.

The progression framework shows the key knowledge and skills which the children will be proficient in by the end of each year group. These are taught through topics which allow the children to apply their skills by answering an enquiry question.

Implement

Planning and Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 and Key Stage 2 are following the Rising stars programme of study which guides the planning, teaching and assessment of pupil's work. Clear differentiation is built into plans and the needs of all children are planned for, including those with Special educational needs and more able children. Geography offers many opportunities for cross-curricular work. Teachers identify the opportunities in their planning to support the development of these skills. Learning in geography is enhanced through the Art and DT within the curriculum

As part of the planning process teachers need to plan the following to ensure knowledge and skills are embedded:

- A knowledge organiser which outlines the key knowledge and vocabulary for each topic area allowing the children the master and apply the knowledge in lesson
- Pre and post learning activities which assess prior knowledge and gained knowledge
- Flashback quizzes which recap previous learning from the previous lesson, week, month and topic or group.



- A series of lessons which plan for progressions building on prior knowledge from previous year groups and key stages. These lessons focus on knowledge and skills
- Enquiry questions ensure children are able to use and apply their knowledge.
- Trips and visitors are used appropriately to enhance the learning
- Book based learning opportunities are provided to fully immerse the children in the topic area and provide a range of cross curricular writing opportunities

Children's work in History/Geography is assessed whilst observing during lessons and from work produced. Teachers record the progress made by children against the learning objectives for their lessons. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher. Progression of learning grids are used to ensure that prior knowledge is remembered and built upon. Gaps in learning are identified and appropriate interventions put in place.

Quality of Teaching and Learning

It is seen as very important to employ a wide range of teaching strategies. However, emphasis is placed on direct teaching, demonstrating, modelling methods and strategies to be learnt, and the use of skilful questioning in order to develop understanding.

The development of oral communication skills and a rich vocabulary are nurtured through encouraging children to talk about their experiences and understanding with each other as well as their teacher and parents.

Each classroom has a topic display which contains key vocabulary, resources which the children can use and displays children's work/homework.

Half termly homework is set to consolidate learning.

Leadership and Management

The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.



The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

The role of the Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

Partnership with Parents

Liaison with parents is important in order for them to help children with their learning. Parents are informed about the topics covered through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings, annual reports and Celebration of Learning events. Parents are encouraged to support and become involved in their children's learning through homework activities.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Analysis of progression through pre and post learning activities
- Tracking of flashback questions and answers
- Pupil discussions about their learning;



Monitoring and Evaluation

Lessons are observed by the Headteacher and Coordinator.

Work analysis is carried out by the Coordinator throughout the year.

Teachers' planning is monitored termly.

Books are scrutinised termly.

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