

PARLEY FIRST SCHOOL



Geography Policy

"All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of"

Article 28 United Nations Convention on the Rights of the Child

Parley is a "Rights Respecting" School

Statement of Philosophy

Through the study of places and themes at differing scales using appropriate Geographical skills and an enquiry approach, children are encouraged to develop their own ideas, attitudes, values, skills and abilities and to make sense of their surroundings, becoming more aware of the wider world.

Aims

1. To provide children with direct experiences, practical activities and fieldwork studies to help them develop Geographical knowledge and understanding.
2. To develop Geographical skills as children progress through the school integrating them in all work on places and themes.
3. To introduce children to Geographical enquiry.
4. To develop a sense of identity through learning about their local environment, other areas of the United Kingdom and the wider World around them.
5. To make children aware of our Multi-cultural society and to understand that people come from different cultures and to appreciate their different ways.
6. To develop an informed and balanced view of the World.

Assessment and Evaluation Procedures

Assessment will be made by teachers on children's progress in knowledge, understanding and skills.

Teachers will listen to children and discuss their work with them.

They will observe the way children organise and undertake their Geographical enquiries and the way they communicate the outcomes.

This formative assessment will give teachers a good picture of a child's progress over time.

Children will be encouraged to evaluate their own work.

Evidence of work in Geography will be kept in each child's Topic/Humanities book.

Record Keeping

A record of work in Geography will be kept in each Year Group's Planning Documents. Children's achievements in Geography will be recorded in their Annual Reports.

Links within the Subject

Geographical skills will be extended and developed through each Year Group in the school and will be integrated into all work on places and themes.

Units of Geographical study will increase understanding of a particular place, develop some aspect of thematic understanding (physical, human or environmental) as well as enhancing competence in certain skills.

Links with other Curriculum Areas

Geography will be studied through working in a variety of ways and styles. It may be studied as small parts within an overall theme or topic, as the major part of a topic, combined or linked to one other subject, or as ongoing (continuing) work such as Mapwork skills.

There are links with English, Mathematics, Science, Technology, I.C.T., Creative and Expressive Arts and Religious Education.

Geography lessons can help to develop thinking skills and also link to PSHE (Personal, Social and Health Education) and Citizenship.

Geography is a focus within the Curriculum for understanding and resolving issues about the environment and sustainable development.

Resources

There are Atlases suitable to the age and abilities of the children in each classroom/Year Group/Key Stage area and there are Globes in each classroom.

There are books relating to Geography in class and school libraries.

A central store of Geographical Resources including maps, is kept in the Humanities cupboard (in the Key Stage Two cloakroom area).

Collections and displays will be made by the children and teachers during particular studies/field work.

Videos and DVD Programmes will be put on a central network and Computer Programmes will be used.

An ongoing review of Resources will take place throughout each year, in line with Curriculum development and any changes.

Equal Opportunities

All pupils have an entitlement to experience the Geography Curriculum regardless of gender, physical disability, ethnic, religious or social background, Special Educational Needs, or behaviour.

Special Needs

Teachers will need to provide a differentiated Geography Curriculum for all children, whether they are showing difficulties in the subject or are particularly gifted. This provision may be made in consultation with the Year Group members, the Geography Leader, G&T leader and SENCO.

Recording Work

Children will record their work in a variety of ways.

It may take the following forms:-

1. Maps or plans.
2. Charts, graphs or diagrams.
3. Written work.
4. Oral – talking/tape-recording.
5. Photographs.
6. Art work – drawings/paintings/sketches/collages.
7. Models.
8. Use of the Computer – on screen or printed out.
9. Presentations.

10.Displays.

11.Role play/Drama.

Marking

See school Marking Policy

Grouping

Children may undertake work individually, in pairs, in small groups, or as a class. Teachers may group children according to ability.

The groupings will depend upon the task in hand.

Reception

Children in Reception will follow the Knowledge and Understanding Curriculum within the Foundation Stage Profile.

Parental Involvement

Parents are encouraged to become involved with their children's learning. They will be informed of themes being studied via the Year Groups letters in September each year. Opportunities to discuss their Children's work and learning are available at Parent Consultations.

Parents are invited to participate as helpers when children undertake fieldwork, to help with research work at home to support interest/homework and to make contributions/loans to particular collections of artefacts, photographs, etc.

Success Criteria

The success of this policy will be illustrated by the way children use their knowledge and understanding in Geography with confidence and their ability to communicate ideas.

Monitoring and Evaluation

The Geography leader will monitor the effectiveness of this policy annually through scrutiny of planning, work in books and pupil interviews. The governor with responsibility for geography will monitor achievement in this subject in line with governor visits policy.

Reviewed every three Years

K. Hawker February 2011

Next Review Due: Spring 2014