



Sacks Morasha JPS

Geography Policy

We aspire to offer a balanced and stimulated enquiry based geography experience that allows children to adopt a geographical mind-set. Geography teaches an understanding of places and environments. Throughout their work in Geography children learn about their local area and compare their life in this area with other regions in the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography children gain an understanding and respect of other cultures. The teaching of Geography also promotes global citizenship by leading towards awareness and understanding of global systems, global patterns, the processes and impacts of globalization and the opportunities and responsibilities of the individual;

Aims

Our aims in Geography are that all children will;

- Gain knowledge and understanding of places in the world
- Increase their knowledge of other cultures and understand what it is like to be a British and Jewish citizen in a multi-cultural country and also what it is to be a global citizen.
- Learn graphic skills including how to use draw and interpret maps
- Know and understand environmental problems at a local, regional and global level
- To encourage children to have a commitment to sustainable development and an appreciation of what global citizenship means

Implementation

At Key Stage 1, children learn about their own environment, and the people who live there, and develop an awareness of the wider world. They investigate their surroundings using fieldwork and other geographical enquiry skills.

Key aspects at Early Years Foundation Stage

A sense of place is developed in children in their Foundation Stage year by activities, which encourage the use of appropriate geographical language and a study of their immediate surroundings in school.

Key aspects at Key Stage 1

- Investigating and learning about the physical and human features of the children's environment and appreciating how the locality is similar or different from other places
- Focusing on geographical questions like "What/where is it?" "What is it like?" "How did it get like this?"
- Developing and using geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs.
- Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.
- Investigating 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 (taken from the draft National Curriculum document 2013)

Key Stage 2

At Key Stage 2, children investigate and learn about people, places and environments at different scales, in the United Kingdom and overseas. They learn how places are linked to one another and to the wider world. Studying geography involves fieldwork, and developing and using a range of geographical enquiry skills.

Key aspects at Key Stage 2

- Studying places and themes at different scales from local to national in the United Kingdom and overseas, and investigating how people and places are linked and how they relate to the wider world.
- Studying how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments.
- Focusing on geographical questions like "What is it like?" "How did it get like this?" "How and why is it changing?"
- Developing and using geographical enquiry skills, including fieldwork and I.T. skills, geographical terms, making and using maps, and using photographs.
- Investigating a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world.
- Finding out how people affect the environment and how they are affected by it. Carrying out geographical enquiry inside and outside the classroom and asking geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT (taken from the draft National Curriculum document 2013)

Expectations

Early Years Foundation Stage

In terms of Geography it is expected that children by the end of the Early Years Foundation Stage will have attained The Early Learning Goal for Understanding of the World (The World):

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from

one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

By the end of Key Stage 1 it is expected that most children will be able to:

- describe the main features of localities and recognise similarities and differences;
 - recognise where things are and why they are as they are;
 - express their own views about features of an environment and recognise how it is changing;
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- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

Key Stage 2

By the end of Key Stage 2 it is expected that most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences;
- know the location of key places in the United Kingdom, Europe and the world;
- explain patterns of physical and human features;
- recognise how selected physical and human processes cause changes in the character of places and environments;
- describe how people can affect the environment and explain the different views held by people about an environmental change;
- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Planning

Geography is taught through planning linked to the National Curriculum 2014-15. Different units are taught by each year group with discrete geography sessions taught at the beginning and end of each term to ensure a deeper understanding and competency in geographical skills as they move through the school.

ICT

Teachers are encouraged to ensure that ICT is used wherever possible in the children's learning in Geography. Opportunities for children to integrate ICT into their Geography work are provided through the use of computers, digital cameras, IPADS and applications such as Microsoft Excel, Word, Publisher and Power Point. The aim is to allow children to see the opportunities for ICT and to integrate it naturally into their Geography work. Children are provided with many opportunities to explore the Internet for research and to find supporting evidence for their work.

Assessment for Learning

Assessment for Learning (AFL) is used on a daily basis with the children. This takes the form of teacher discussion with the children, teacher and teaching assistant, marking of children's work and the use of self and peer assessment. AFL is based on the success criteria for the lesson and informs the teacher as to the skills and knowledge gained by the children as well as the next steps to take them forward in their

learning. AFL is used alongside a range of strategies to inform the teacher as to what level of attainment the children have reached.

The children are encouraged to carry out Peer and Self assessment alongside daily teacher assessment for learning. It is essential that children receive regular assessment for learning on their progress so that they know the next steps for their learning. The feedback children receive should be based on the outcomes of the lesson and reflect achievement against the success criteria and the effort that the child has made. The child should be able to clearly understand the success of their learning and the amount of effort they have put in. This can be written or verbal depending on age, ability, activity and time available.

Monitoring and Responsibilities

Each year the children will follow the schools agreed Geography scheme of work. Members of staff will decide the short-term planning for the children with whom they are working based on their knowledge of the children's ability. The Head and Deputy Headteacher will be responsible for monitoring the teaching and the work that is produced in Geography.

Resources

Geography resources are kept upstairs in the Year 3 classroom and in individual classrooms.

Technology

Where appropriate the Interactive Whiteboard will be used to enhance and complement teaching and learning. All opportunities for linking ICT with Geography will be given to the children.

Racial Equality, Equal Opportunity and Inclusion

This policy is committed to ensuring that everyone has an equal opportunity to succeed (differentiated curriculum). All pupils will be given access to the Geography curriculum regardless of race, sex, religion, ethnic group or ability. The needs of the children identified as having Special Educational Needs will be met through a range of differentiated teaching and learning activities and children will be supported, where necessary, through additional adult support. The Governing Body will comply with current legislation regarding Equal Opportunities.

Health and Safety

Regular risk assessments are undertaken for fieldwork and monitored. Risk assessments are in place and are updated regularly for any school visit.

Gifted and Talented

Gifted and Talented children will be stretched and motivated in lessons through challenging questions requiring depth of thought. They will be given opportunities to investigate the subject further.

Hayley Gross
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