



Rushton CE (VC) Primary School

Happy Learning Together

www.rushton.staffs.sch.uk

Geography Policy

Committee	Curriculum
Approved by Governors	Jan18
Review Date	Jan 19
Cycle	Annual

Rationale

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.

Purpose

This policy aims to show how our school intends to fulfil its legal obligations to deliver the National Curriculum and how and where we can go beyond that to create a stimulating and exciting curriculum which will meet the future needs of the children.

Guidelines

- Aims for the teaching of geography
- Objectives
- Monitoring of implementation
- Assessment, recording and reporting
- Equal opportunities
- Foundation stage
- Marking
- Homework
- S.E.N.
- Display
- Cross curricular themes
- Health and Safety

Aims for the teaching of Geography

These aims relate directly to our schemes of work and the requirements of the National Curriculum for geography to which all colleagues must now refer for requirements.

- To stimulate the pupil's interest in their surroundings.
- To foster a sense of awe and wonder about the world around them.
- To employ appropriate teaching methods and resources so as to allow all pupils equal access to geography and to experience success and enjoyment in their work. In doing so we value each individual and thereby encourage the recognition of the worth of others.

- To allow pupils to develop informed opinions and be able to support them by reasonable arguments free from prejudice
- To ensure curriculum continuity and a building of skills year on year
- To ensure children understand Britain's place in the world socially and geographically.

Objectives

Medium and short term objectives will be taken from the National Curriculum. When appropriate, these will be differentiated to meet the needs of individual children.

Monitoring of implementation

Geography will be monitored by the Geography subject leader. Reports will be given to the link governors at their curriculum update meetings.

Assessment, Recording and Reporting

Assessment of children's work is a continuous on-going process, in monitoring and recording using the school foundation subject and records of their attainment and samples of work are kept by the subject leader. Parents are formally informed about their children's progress in an annual written report and there are two Consultation evenings during the year. Parents are encouraged to come into the classroom to look at their child's work and to informally discuss their child's progress at any time during the year.

Formative assessment is recorded in the foundation subject assessment folders.

Equal opportunities

There is a commitment to provide equal opportunities for all pupils. All geography will be planned to try and ensure equal interest and involvement by both girls and boys. Multicultural education seeks to prepare pupils for life in a world where they will live and work with people of different culture, religions, languages and ethnic origins. Geography's role is to help pupils build an informed and balanced view of the world and their place in it, including what it means to be British and the values associated with Britain in the 21st Century.

Understanding of contrasting cultures is enhanced by the school's link to the Ashram Orphanage in India.

Foundation Stage

Reception children are taught through a system of continuous provision based on the goals from the EYFS profile. This links with Geography in two of the early learning goals:

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 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.

Marking

Thorough and frequent marking of children's work has several beneficial effects. For the children it is motivating to know that their work is marked and valued and for them to get some feedback as to its strengths and weaknesses. For the teacher it is the chance to communicate directly with the child on an individual basis, to assess their progress and to inform on the effectiveness of their teaching.

Homework

Children are expected to do small amounts of work at home as and when required.

Special Educational Needs

For the small number of pupils who may need the provision, material may be selected from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the age of the pupil concerned. Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability.

Care needs to be taken to ensure that children with particular difficulties e.g. language or reading, have their individual needs met.

Display

Children derive much pleasure and benefit by having their work displayed. When possible samples of work are mounted and displayed within the classroom or on other display boards throughout the school.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Cross curricular themes and links with other curriculum areas

Geography has many links with other areas of the curriculum and in planning topic work teachers will link geography to other appropriate curriculum areas. However, it may be necessary to teach certain elements of the geography curriculum as separate lessons.

Health and safety issues

When engaged in practical tasks children will be expected to behave in a considerate and responsible way and to show respect for other people and equipment. Children will be encouraged to think about and discuss the safety aspects of their activities. (All accidents, however slight should be reported in the school's accident record book).