

St. Clare's Catholic Primary
School
Geography Policy



Member of staff responsible: D. Martin
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1. MISSION STATEMENT

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

2. AIMS

'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 time scales are shaped, interconnected and change over time.'

(Taken from the New Geography Curriculum-Ref DFE 00186-2013)

3. STATUTORY REQUIREMENTS

Early Years Foundation Stage

Key Stage One

Key Stage Two

- To develop contextual understanding of the locations of places, seas and oceans.
- To develop a knowledge and understanding of places globally significant.
- To help children to understand the processes that give rise to physical and human geographical features of the world.
- To develop an understanding of how human and physical features are interdependent and how they change over time.
- To develop the geographical skills needed to collect, analyse and communicate their understanding and research.
- To use fieldwork to deepen the children's understanding of geographical processes.
- To develop skills to interpret a range of geographical processes
- To develop skills to interpret a range of geographical information including maps, diagrams, globes and aerial photographs.
- To communicate geographical information in a variety of ways.

4. SUBJECT ORGANISATION

St Clare's provides a course which:

- Follows a creative curriculum
- Establishes and builds on previous learning, from the Early Learning Goals at the Foundation Stage, to the end of KS2.
- It is meaningful and relevant to the pupils it serves.
- It is relevant in the context of the world around us in the 21st century.
- Supports the needs and potential of the individual.

5. APPROACHES OR METHODS

At St Clare's, the teaching of Geography:

- Makes geographical work exciting, interesting and relevant to pupils' lives.
- Uses enquiring, questioning approach to work, to encourage pupils to ask and answer questions.
- Uses real places at a range of scales, to illustrate work on places and themes.
- Draws on pupils' local knowledge and uses local issues when exploring the local area.
- Makes good use of pupils' own experiences in studying other places.
- Gives pupils opportunities to study other lifestyles and cultures.
- Introduces pupils to a wide range of appropriate geographical enquiry.
- Uses a wide range of up to date resources.
- Involves pupils in a wide range of teaching and learning activities e.g. fieldwork, discussion, ICT as well as written tasks.
- Encourages pupils to think geographically about people, places and geographical issues.

6. THE USE OF ICT

At St Clare's the following aspects of computing are used:

Computer Science

Information technology

Digital literacy

7. ASSESSMENT AND TARGET SETTING

Assessment will be made through classroom observations and through children's work produced in many contexts e.g. written, graphical, oral or a combination of some, or all. NC requirements will guide methods of end of Key Stage summative assessment.

8. SPECIAL EDUCATIONAL NEEDS, INTERVENTION PROGRAMMES AND EQUAL OPPORTUNITIES

The wide range of skills and abilities implicit in Geography orders are reflected in an equally wide range of teaching strategies with reference to differences in abilities and cultures of the children being taught. (Ref to differentiated strategies in Subject Organisation)

9. ROLE OF SUBJECT LEADER:

- To have accurate knowledge of the school's and pupil's strengths and weaknesses.
- To be knowledgeable in their subject and have authority and influence.
- To have clear expectations for raising and maintaining standards.
- To have a range of monitoring and evaluating procedures to improve teaching and learning.
- To have well established systems for collecting, analysing and using assessment data.
- To develop a shared vision and collaboration between staff.

10. PARENTAL INVOLVEMENT

Parents receive an annual overview of topics to be taught at the beginning of each year. Any specialised knowledge and willingness to come into school is welcomed.

11. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy