



Geography Subject Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Curriculum Policy
- Teaching and Learning Policy
- Feedback and Marking Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Policy Created:	February 2016	
First Presented to Governors for approval:	3 rd February 2016 (Curriculum Committee)	
Proposed Review Cycle/Date:	3 Year	Next Review: May 2021
Review History		
Date: June 2019	Date:	Date:
Key Changes: <ul style="list-style-type: none"> • Curriculum Overview amended to reflect 2018/19 version • Section on Pupil Subject Leaders added. 	Key Changes:	Key Changes:
Presented to Governors: Curriculum Committee 5 th June 2019	Presented to Governors:	Presented to Governors:
Approved by (Headteacher)	Approved by (Headteacher)	Approved by (Headteacher)
Date:	Date:	Date:
Approved by (Governor)	Approved by (Governor)	Approved by (Governor)
Date:	Date:	Date:

1. Ryelands School – Mission Statement

Imagine, Believe, Achieve

In our school community every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life, themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenge.

2. Aims

Geography is a foundation subject within the National Curriculum. The aims of Geography in this school are to:

- Develop children's geographical understanding and competence in specific geographical skills;
- Help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- Stimulate the children's interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Inspire a sense of responsibility for the environments and people of the world we live in;
- Increase the children's knowledge and awareness of our changing world, so that they will want to look after the Earth and its resources and think about how it can be improved and sustained;
- Begin to develop respect for, and an interest in, people throughout the world regardless of culture, race and religion;
- Develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

3. Subject Statement

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. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

4. Teaching and Learning including Planning and Organisation

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work and co-operation, effective learning and understanding are promoted; but to ensure differentiation and assessment children may work individually or as a class.

The National Curriculum for Geography has been spread over the different key stages to allow for progression and coverage.

Individual teachers plan half termly (dependent on Geography being covered that half term) in accordance with the main overview and skills based progression document, adapting and changing their plans if needed as the topic is taught to meet the individual needs of the children.

5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

The following is a plan for the curriculum overview for the school:

Year	Term 1	Term 2	Term 3
1		<p>'I Spy'</p> <ul style="list-style-type: none"> - to identify 4 countries of the UK and the capital cities of the UK - use four compass directions and simple vocabulary.- locate 7 continents and 5 oceans of the world - locate the 4 countries of the UK and to use atlas' to find different towns and cities in the UK - identify places which are near and far to Lancaster - to make simple plans of the school building 	<p>'At the end of the pier'</p> <ul style="list-style-type: none"> - identify seasonal / daily weather patterns in the UK - Plant investigations- growing cress heads, beans in jars, gardening in the school garden. <p>I do like to be beside the seaside</p> <ul style="list-style-type: none"> - Morecambe – then and now comparison - Human and physical features. <p>Pirates!</p> <ul style="list-style-type: none"> - Hot and cold areas of the world. - Use maps, atlases and globes.
2	<p>Marvellous Maps! Mapping skills through computing Use simple fieldwork and observational skills to study the immediate environment.</p>	<p>World Wide Wanderers- From Ghana with love. Contrasting Lancaster with Ghana in Africa Compare the local area to a non-European country, use basic vocabulary to describe a less familiar area, use aerial images and other models to create simple plans and maps using symbols.</p>	
3		<p>Geography- The U.K 4 countries of the UK. - Study a region of the UK- Wales - Use 8 points of compass, symbols & keys - Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc. - Use fieldwork to observe, measure & record</p>	<p>The Rainforest' Geography and Science -Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc. -Plants, incl. parts, lifecycle and requirements for life</p>
4	<p>Anglo Saxons and Scots- The Birth of Britain - Maps of Europe, scale drawings of villages</p>	<p>World Wide Wanderers -European City Focus- Locate world countries focussing on Europe- focus on key physical and human features- focus on Spain</p>	<p>Habitats / Friend or Foe - map reading, Orienteering Shape Shifters The water cycle</p>
5		<p>Where in the World? European country BIOMES (and Living things) Understand biomes,, vegetation belts, world countries, climate zones, region of a European country</p>	
6		<p>Rivers of the world – South America Focus on North or South America - Use 4- and 6-figure grid references on OS maps - Use fieldwork to record & explain areas</p>	

At Ryelands Primary School, we follow a skills based approach and there is a progression of skills related to each year group which is used to inform planning and assessment to ensure progression.

6. Assessment, Recording and Reporting

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school.

Assessment techniques include:

- Teacher's observation of pupils.
- Teacher – pupil discussion and teacher questioning.
- Work scrutiny
- Use of Pupil Subject leaders to observe and ask 'Key Questions'

Teachers will also complete a Curriculum Assessment Point (CAP) after each topic is completed. This will give an assessment of the children's progression against the KLIPs document for each year group.

Parents receive a yearly School Report which includes a Geography comment.

Parents are welcome to contact the class teacher at other times to arrange mutually convenient times to discuss any matters arising; in addition to the above.

7. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

Geography provides effective learning opportunities for all pupils. This includes:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- All pupils will have access to a broad, balanced curriculum, which includes Geography.
(see special needs policy)

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

8. Resources

There are topic boxes located in the resource room. Atlases and maps appropriate for each Key Stage are also available in the school library. The children are also given the opportunity to go on field trips around the local area and beyond. They may also enjoy a visit from a specialist into class.

9. Professional development and training

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

10. Health and Safety

If a class attends a trip out of school, a risk assessment is completed and pre visits are made wherever possible.

11. Roles and Responsibilities

The Subject leader's role is:

- Review and contribute to teacher planning
- Prepare policy and develop policy
- Provide consultancy, advice, skills
- Specifying and ordering resources in consultation with staff
- Monitoring teaching and learning in Geography

The teacher's role is:

- Plan for and teach exciting and stimulating geography lessons.
- Use the progression of skills document to ensure progression in the subject.
- Use assessment to influence future planning (CAP).
- Plan extended writing tasks within the subject.

12. Monitoring and Evaluation

The Subject lead, Curriculum lead and Assessment lead will monitor planning, teaching and learning, assessment and coverage of all topics for Geography.

This policy for Geography will be reviewed. Evaluation will take into account:

- External inspection/advice
- Staff development
- Coverage of programmes of study