



*Working and learning together for success*

## **Sarisbury Church of England Junior School**

### **Geography Policy Statement October 2015**

#### **Primary National Curriculum 2014:**

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.

## **Sarisbury Church of England Junior School Geography Policy Statement**

**Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.**

Through studying Geography, children learn about both the physical properties of the Earth's surface and the human societies spread across it. They also discover how humans interact with the natural environment and the way in which locations and places can have an impact on people. They will consider where things are found, why they are there and how they develop and change over time.

Geography enables children to recognise the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Learning through geography helps children to be more socially and environmentally sensitive, informed and responsible citizens.

### **Our Aims**

*At Sarisbury, to help children make sense of the world in which they live, we aim to:*

- stimulate a sense of awe and wonder, curiosity and enjoyment of our world;
- give children a sense of identity and belonging to their own locality and the wider world;
- inspire a sense of respect, responsibility and care to the earth and its people and understand what it means to be a positive citizen in a multi-cultural country;
- develop children's understanding of sustainable development and appreciation of 'community cohesion' and what 'global citizenship' means;
- develop children's knowledge and understanding of the human and physical nature of the world, appreciating the rich diversity of environments and cultures throughout the world;
- encourage children to care and show compassion about their own locality and other places in the world;
- explore the relationship between places and environments;
- identify patterns which exist in the world;
- foster an empathy and understanding of ethnic, cultural, economic and political diversity.
- ensure that links are made with other subjects therefore strengthening and enriching learning across the curriculum.
- meet the requirements of the National Curriculum 2014
- enrich the worship and the Christian ethos of the school.

### **Why we teach Geography:**

Geography is taught at Sarisbury CE Junior School in order to develop key geographical skills and concepts. Through the teaching of geography children will learn:

- about a variety of places, both local and global and to locate these places on maps;
- to investigate the local area through off-site visits and fieldwork;
- to recognise how human and physical features inter-relate, encouraging a sense of community cohesion;
- to know and understand environmental problems at a local, regional and global level;
- to investigate how localities differ, how they change and why;
- to develop, enhance and apply geographical skills in a place and thematic context primarily through enquiry, enabling use of research, fieldwork and decision making skills.
- to use a range of field work skills and techniques to collect primary data.
- to use a wide range of resources (e.g. books, internet, photographs and local experts) to collect secondary data.
- to analyse and interpret information about their surroundings and record and present their findings in a variety of ways, including use of computing;
- to draw and read maps and plans at a range of scales and type, for a range of purposes;
- to develop and extend geographical vocabulary.

## **Our Strategies**

***At Sarisbury CE Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in geography by providing:***

- access to a wide range of high quality geography resources.
- a scheme of work and medium term plans in each year group based on the National Curriculum 2014 programmes of study that ensures progression of skills and makes rich and relevant links within our existing project structure.
- an integrated curriculum with clear and relevant links made to Literacy, History, Computing, Music, Art and Dance.
- activities that involve children in 'real' geographical issues, for example researching a local environmental problem.
- opportunities to take part in fieldwork in order to introduce, consolidate and enrich the children's understanding of the topic.
- opportunities to participate in meaningful relevant debates on a range of local and global issues.
- local experts to visit the children to give a different perspective on relevant issues.
- a range of secondary sources to develop their geographical understanding, such as maps, photographs, aerial photographs, statistics, graphs and atlases, as well as computing resources (e.g. Google Earth) for online research and presentation of their findings.
- well-planned focused tasks which encompass a variety of teaching and learning styles.

***Geography in Sarisbury Junior CE School will focus on:***

- developing locational knowledge of the world - being able to place continents, countries, cities and oceans on a map;
- comparing the human and physical features of Britain with other places in the world;
- using geographical vocabulary;
- understanding the key aspects of human and physical geography;
- using a range of equipment to find out more about places (e.g. compasses, maps etc);
- developing fieldwork and observational skills to study the local environment;
- carrying out depth studies of particular places;
- select and use information from a range of sources;
- present their findings in a variety of ways.

## **Fieldwork:**

Fieldwork is an integral tool to enable children to experience and make sense of the world in which they live therefore relevant opportunities for children to participate in fieldwork have been identified alongside appropriate topics. All fieldwork follows the guidelines set out in HCC Offsite Activity Handbook, where risk assessments are carried out and relevant action to lower risks is taken into account. This ensures safe practice and supports aspects of Health and Safety from the Every Child Matters documentation.

## **Our Resources**

***At Sarisbury CE Junior School we provide:***

- ICT network will provide access to multimedia resources.
- the school library and all classrooms will house a wide range of books for both staff and pupils to refer to and use in the classroom to support learning.
- a full set of atlases stored in a central location.
- where available, teachers will have access to online planning and resources from Hampshire County Council for the most up-to-date geography topics.

### **Our Geography Leader**

***The member of staff responsible for the leadership and development of geography throughout the school is Penny Davies. She will:***

- seek to enthuse pupils and staff about geography and promote high standards of achievement and high quality provision.
- advise and support staff in the planning, delivery and assessment of geography.
- manage and develop resources for geography.
- monitor and evaluate geography throughout the school, ensuring continuity and progression.
- keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities.
- continue to promote and raise the profile of geography throughout the school.

### **Assessment, Record Keeping and Reporting**

***Assessment will be linked to the key skills in the study unit. In order to ensure continuity, progression and high standards of achievement in geography, assessment for every child will include:***

- ongoing formative assessment through observations and dialogue with children – to form basis for individual targets / 'next steps'.
- short assessment tasks identified within the MTP for each study unit, accessible to all abilities and allowing demonstration of understanding.
- a sample of skills based assessment throughout the Key Stage to demonstrate progression in each area.
- a summative assessment of each child's progress in geography over the year will be provided in their end of year report.
- children's achievement in geography will be matched against the government guidelines (due January 2015) and examples of work kept in the subject leader's assessment portfolio.
- pupil interviews with a selection of pupils across year groups.

### **Our Success Criteria**

***We expect 90% of our children to attain standards in line with or above those stated in the statutory guidance.***