



# Hoole St. Michael Church of England Primary School

## Geography Policy.

Staff member responsible. L Horn

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*'I can do all things through Christ who strengthens me.' Philippians 4:13*

### **Mission Statement**

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

### **Overall Intent of our School:**

*Achieving excellence within the light of God.*

We encourage our children be **bold and courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge to prepare them for the future**. As a small Christian family, children **build strong relationships**, learn to **work together** and **support each other** through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences and love of learning**.

### **Aims and objectives:**

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### Enrichment.

As part of an enriching curriculum, we make efforts to encourage our children to become courageous advocates and fight for justice when we see inequality. We teach our pupils about Global Issues, such as Climate Justice, and empower them to fight for change. Our children learn a great deal about the wider world and issues through Picture News and Newsround. Their voices are heard and actions are taken in order to do their bit to help.

### Teaching and learning style.

At Hoole St Michael our curriculum is designed with the schools' vision and ethos at the forefront 'achieving excellence within the light of God'. Our aim is to promote a love and curiosity of the World that God gave us and the people in it, through hands on investigations, exploration, discussion and a breadth of enriching experiences. Our forest school is used frequently by our reception class where they are encouraged to explore and investigate. Children are encouraged to ask questions and be curious about our world. Our pupil are encouraged to take risks in a safe and encouraging environment. We try, where possible, to make links with other people from contrasting areas of the world. We use a variety of resources, such as Google Earth, Digi maps, atlases and globes in order to explore areas of our world. We recognise the fact that in all classes there are children of widely-different abilities in geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- providing resources of different complexity depending on the ability of the child.

### **3. Geography curriculum planning**

We use the National Curriculum 2014 for geography as the basis for our curriculum planning in geography, but we also use the Lancashire Planning Documents. As a school, we have designed a geography overview that tracks progression and ensures that teaching and learning is progressive, building upon previous learning. Children are able to make links between what they are learning and work that has been previously taught.

### **4. Foundation Stage**

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Understanding the World makes a significant contribution to the ELG objectives. Children in reception frequently use our Forest school and are encouraged to explore, investigate and ask questions.

## **5. The contribution of geography to other subjects**

### **English**

Geography contributes to the teaching of English by encouraging children to ask questions, record their work when writing, and through speaking and listening opportunities. Children develop oracy through group discussions.

### **Mathematics**

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when comparing, measuring and recording. They develop their positional and directional skills using ordnance survey maps and compass points. Children learn to interpret information presented in graphical or diagrammatic form.

### **Computing**

We use computing in geography teaching where appropriate and we meet the statutory requirement for children to use computing as part of their work in geography at Key Stage 2. Children use computing in geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the I Pads to record and use photographic images.

### **Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as plastic pollution and Fair Trade. They discover how different people live around the world. We aim to reinforce both our Christian and British Values through this subject, empowering our pupils' development as effective learners and good citizens. We aim for them to have a deep understanding of diverse places, people, resources and natural and human environments, together with a secure understanding of the Earth's key physical and human processes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Spiritual, moral, social and cultural development**

When teaching geography, we contribute to the children's spiritual development where possible. Children are given the opportunity to stop and observe their environment. We encourage children to reinforce our Christian Values of love, service and humility through our little picking initiative.

## **6. Assessment and recording**

We assess children's work in geography by making informal judgements as we observe children during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a

summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

The geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

## **7. Resources**

There are sufficient resources for all geography teaching units in the school. Each member of staff has a globe in their class, and access to a class set of atlases in the library. We have access to Digi Maps and a wide variety of topic resources that can be found in class cupboards.

## **8. Inclusion**

At Hoole St Michael, we aim to:

- Provide for all children so that they achieve as highly as they can in geography according to their individual abilities;
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment;
- Choose learning objectives which are related to the aspect on which the whole class is working.

If with appropriate access strategies and support a child cannot work towards the same learning objective as the rest of the class, we will track back to an earlier objective.

We will also consider whether a child has other priority needs that are central to their learning (for example a need to concentrate on some key skills) and plan accordingly.

## **9. Role of the Subject leader**

The Subject Leader at Hoole St Michael (Louise Horn) is responsible for improving the standards of teaching and learning in geography:

The Subject Leader will:

- Monitor and evaluate geography through lesson observations, pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and support colleagues in their CPD
- Attend any training for history
- Purchase and organise resources
- Keep up to date with recent curricular history developments

## **10. The Governing Body**

Regular reports are made to the governors on the progress of geography provision.

## **CONCLUSION**

The Geography Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning

**This geography policy will be reviewed by the geography subject leader.**

**Date for next review of this document-**

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of SEC)*

Signed..... Date:..... *(Headteacher)*