

# St Augustine's Catholic Primary School

## Geography Policy

Agreed by Governors: February 2022

To be reviewed: March 2023

### Mission Statement

*As one family working together  
to be the best that we can be,  
we live, love and learn with Jesus.*

The rationale of teaching Geography at St Augustine's is to stimulate an enthusiasm for explaining the relationship between the earth and its people. Geography enables children to understand our world through the use of maps, investigation of resources and experiences. Work in Geography involves learning about the physical and social aspects of the local area and relating this to other places and cultures. The purpose of geographical understanding is to empower pupils to take responsibility for their role in society by assessing factors that affect the environment.

### Aims

1. To reflect St Augustine's mission statement
2. To develop geographical knowledge and understanding
3. To undertake a range of geographical enquiry
4. To develop a sense of awe and wonder for physical and human process

### Objectives

The children will:

- investigate the features of Handsworth and Birmingham
- develop a knowledge of places and environments throughout the world
- use appropriate geographical and investigative skills
- observe accurately and develop skills of enquiry
- understand problems at a local, regional, national and global level
- develop a responsible attitude towards the environment and empathy with other cultures
- see Geography as providing an integrated approach to learning

## **Teaching and Learning Styles**

Geography is organised through topics and the teaching opportunities cater for the needs of all children. Wherever possible, the children utilise the resources found in the local community of St Augustine's. The children engage in a variety of activities to enhance the skills of interpreting data. This information is presented in many different formats and makes full use of multi media and information technology.

Opportunities are provided for children to take part in role play to develop their understanding of local and global events. They are encouraged to respond and ask probing questions about geographical issues. The teaching of Geography lends itself to multi-sensory experiences. Many tasks involve field work activities where visual and tactile approaches suit the preferred sensory channel of some children. Suitable learning goals for all the children are ensured by matching the challenge of the task to the ability of the child. Activities may include common tasks with different outcomes or activities of increasing complexity. On other occasions children are divided into levels based on their geographical ability and tasks are set for differentiated groups. Emphasis is placed upon the children conducting their own research and then presenting a group analysis and interpretation to the class. Pupils' work is also recorded using different writing genre, drama and technology.

## **Curriculum Planning**

Using the national curriculum guidance, Geography is planned as a subject in order to ensure clear objectives, continuity and progression through the curriculum. Full use is made of resources in the local area.

Geography makes a significant contribution towards the development of literature. Some of the texts used in English lessons are of a geographical nature. Debates and presentations are organised to enhance speaking and listening skills. Different types of writing such as reports, explanations and procedures are used to convey information. Geography has an important role to play too in the development of children's mathematical skills as pupils work with real numerical data. Children are taught to use a wide variety of measure units. The development of map reading skills further enhances pupils' understanding of numerical concepts. Pupils are given the opportunity to apply and develop their information technology capability through the presentation of work in this subject. Geography at St Augustine's promotes positive citizenship with concerns for the environment and global issues debated and discussed. Learning about Ghana and St Lucia help children to question spiritual, moral and cultural concerns about society.

## **Foundation Stage**

The teaching of Geography in this stage takes account of the relevant curriculum criteria for knowledge and understanding of the world. "Curriculum Guidance for the Foundation Stage" identifies stages of progression which encompass elements of Geography. The children explore the present and past of their own lives and their families. They are encouraged to ask

questions and act out scenarios through role play. There is emphasis upon the use of sources that the children can see, touch and hear. Development of a sense of time depends upon integration with the other five areas of learning in the Foundation phase. The use of a two year rolling programme ensures that there is a progressive development of skills.

### **English as an Additional Language**

At St Augustine's, we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Many of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

When delivering the Geography curriculum, we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirement of the Race Relations Act 1976 and our equal opportunity policy.

The Geography curriculum can create different language demands which we identify and address. (see EAL Policy)

### **Special Needs**

Pupils with special needs have the same Geography curriculum as other pupils in St Augustine's. If possible they receive additional support in the classroom and on field trips. Children with particular educational plans have obtainable objectives and extra time to learn skills. Pupils with higher geographical ability have extension material and specially adapted tasks.

### **Equal Opportunities**

The principle of equal opportunities is recognised in this area and there is no bias on the basis of ability, gender, culture or belief. It is recognised that children have their own abilities, differences, attitudes, background and experience. The use of positive images and role models from other countries is encouraged. Negative images of developing countries in the media are challenged and corrected.

### **Resources**

Resources are provided in boxed sets in line with the identified topics for study. Please consult the subject leader for details.

## **Assessment**

Assessment takes place during the day to day learning in the classroom. It is a continuous process that identifies pupil progress. Various ways of recording eg writing and presentations, enable children to express their understanding. Children are aware of the lesson objective(s) when assessing their own work. This helps them to understand their strengths and makes them aware of their own progress. On completion of the objectives and accompanying tasks, the teacher marks whether or not the learning objective has been achieved. These formative assessment methods affect subsequent Geography planning.

## **Monitoring and Evaluation**

Formative assessment is used to guide the progress of individual pupils in Geography. This is carried out by informal or formal observation and by different kinds of discussion. This ongoing assessment can be between teacher and child or pupil discussions. All children are encouraged to reflect upon their work and to consider whether it has met the shared objective of the lesson. Peer group appraisal can make a major contribution to determining progress.

## **MONITORING AND EVALUATION**

**This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.**