



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

Geography Policy

Geography Policy

Aims and Objectives:

At Cathedral School we aim to have both a skills and knowledge based Geography curriculum. To teach children the knowledge or the 'where' as well as teaching children the skills such as interpreting information, drawing conclusions from evidence, questioning and evaluating ideas and evidence.

Through this policy we aim to;

- To investigate places and themes across a widening range of scales.
- To broaden understanding and appreciation of and promote respect for other cultures and ways of life around the world.
- To gain practical mapping skills.
- To become aware of how places fit into a wider geographical context.
- To understand how landscapes are created and changed naturally and by humans.
- To understand the importance of caring for the environment.
- To develop children's understanding and awareness of their role as citizens within society both in terms of expressing opinions and views on environments and making choices about their actions.

Cathedral School is also committed to becoming a Rights Respecting School as outlined by UNICEF. Article 29 of the UN Convention on the Rights of the Child states that:

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment'.

We aim to ensure that all children become active global citizens by challenging injustice, inequality and poverty in the world. Article 31 states that:

'Every child has the right to relax, play and join in a wide range of cultural and artistic activities'.

Cathedral School will continue to ensure that all learners develop the skills and attitudes necessary to enjoy this right.

Curriculum

For Key Stage 1&2 the Geography curriculum is taught throughout the year in half term topic blocks to alternate with History. During a Geography topic there are explicit weekly lessons of Geography but teachers are encouraged to seek ways to link other subjects to support and broaden the Geography topic being taught. This may happen in incorporating Art, Literacy or ICT into the topic.

The Geography scheme of work has been devised for the school using National Curriculum guidelines for curriculum coverage and incorporating ideas from the International Primary Curriculum. A curriculum map with clear links to the National Curriculum scheme of work ensures a broad and balanced curriculum is being taught.

In addition to explicit Geography lessons teachers are encouraged to use other subjects and learning opportunities to develop geographical knowledge. For example using 'Travelling Ted' to accompany children or staff on visits and using books from other countries and cultures in Literacy or looking at art from different cultures e.g. Islamic Art. The school prides itself on developing the children's awareness and knowledge of the world through dedicated International weeks and evenings. The school has achieved The

International Schools Award in 2012 and has valuable links with other schools in Kent, South Africa, Sierra Leone and China

The school was awarded The Geographical Association's Primary Geography Quality Mark in 2012 in recognition of its outstanding provision in Geography.

In the Foundation stage geographical themes are identified and taught through the 'Knowledge and Understanding of the World' strand of the Foundation stage curriculum. There is an expectation that every unit of geography at Cathedral School includes an element of fieldwork to ensure a breadth of study, this includes the school grounds, local area or further afield. Health and Safety is our first priority, please see Health and Safety policy and School visits policy.

Teaching and Learning

The teaching and learning of geography at Cathedral School focuses on encouraging children to become inquisitive about the world around them in terms both the natural and human geography. We seek to create skills and knowledge based learning opportunities through;

Stimulating an interest through the use of an 'Entry Point' activity following the ideas developed by IPC.

- To fit with AFL children complete a 'knowledge harvest' or what we know/what we want to find out at the start of a topic.
- To find out about places and processes from a range of sources – using primary and secondary sources, making use of local area and visits to museums and sites of geographical significance.
- To develop children's skills in using maps at a range of scales.
- To develop children's understanding and skills in looking at and interpreting evidence and findings encouraging children to draw their own conclusions about an area or process.
- Develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.
- ICT is an integral part of the teaching and learning of geography. Pupils have the opportunity to measure, record results, research and present findings using ICT equipment e.g. data loggers, video cameras, graphing programmes.
- Teach practical fieldwork skills to gather geographical information and evidence.
- Develop the acquisition and use of language appropriate to the age range.
- Teach children to identify the main characteristics of different places, societies and cultures including links and comparisons between places studied.
- In the Foundation Stage children are encouraged to find out about their local area and of those further away.

Equal Opportunities

At Cathedral School we recognise that in each class there are children of different abilities and we seek to ensure that every child is able to access the curriculum at their level. In our planning and teaching we aim to provide support and extend those children of lower or higher ability to ensure each child achieves. We look for ways to enable every child to present their work whether it is through written evidence, drawings or annotated scribing by an adult as well as through the use of ICT to record ideas. By incorporating varied methods of recording no child should be disadvantaged by their abilities in other areas such as Literacy. Visual, auditory and kinaesthetic learners are supported and planned for in accordance with their needs. Great importance is placed upon the use of visual images

within geography as it is a major tool for the development of vocabulary for pupils whose first language is not English.

Geography and Diversity

We recognise that the children in Cathedral School come from a variety of backgrounds and a range of cultures. Our geography teaching seeks to celebrate the multiculturalism of Britain today and the huge diversity of the world's people. We also seek to include reference to countries of particular importance to the children as well as countries we have developed a link with e.g. South Africa, Sierra Leone, China. In addition to International links we also seek to celebrate diversity in Britain by corresponding with rural schools in Kent and Sussex.

Citizenship

At Cathedral School we encourage children to become aware of their role as a citizen. Through geography teaching we encourage children to reflect on and discuss the moral and social issues that arise in lessons; for example, looking at child labour overseas, fair trade in farming and environmental issues. In geography what children learn can influence their decisions about personal choices, attitudes and values. Children are given opportunities to explain and discuss their views. Through this we seek to develop children's concepts and attitudes towards right and wrong, in line with the spiritual ethos of the school. Cathedral School were awarded the Green Flag Award in 2012 this commitment to sustainability is reflected in the teaching and learning of geography.

Assessment

The assessment of Geography across the school follows the guidance in the school's marking and assessment policies:

Children's work is marked according to the marking policy.

Each half term teacher assessment observational notes are made in the school's assessment booklet against the topic's curriculum targets which reflect the National Curriculum level descriptors.

Children complete a 'knowledge harvest' and self evaluation topic review at the start and end of each topic.

In the Foundation Stage children are assessed formally against the goals set for Knowledge and Understanding of the world in the Foundation Stage Profile through ongoing observations.

The Geography Subject Leader collates samples of children's work and teacher observations to demonstrate and moderate the levels of achievement throughout the school.

Children's work and progress is celebrated through displays, celebration assemblies, certificates and class assemblies.

Assessment in geography focuses on measuring progression in geographical skills and knowledge as well as identifying next steps in learning.

Monitoring

It is the responsibility of the Subject leader, with the support of the Head Teacher and Senior Management, team to monitor and support the quality of geography teaching. This monitoring is achieved through lesson observations and looking at planning. Children's work is also monitored by looking at their books and displays as well as through pupil interviews and informal conversations with children and teachers. When appropriate, written and verbal feedback is given to teachers.

During the year teachers are given opportunities to discuss and moderate the children's achievements and review the teaching and learning in Geography through staff meetings.

Resources

There are a wide range of resources to support the teaching and learning of Geography both inside and outside the school.

In school there are topic linked boxes of resources kept in the humanities cupboard along side a variety of general books, CD ROMs, videos and DVDs.

Teachers are encouraged to make use of the resources outside the school through visits to the local area, sites of geographical interest and museums. There is a folder of contact details for visits available to help staff make use of these resources.