

St. Paschal Baylon Catholic Primary School



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Catholic Primary School

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Following In The Footsteps Of Christ

Geography Policy

Aims and Objectives of the Policy and Teaching Programme

- To provide children with an experience of Geography, which is both valid and stimulating
- To inspire pupils curiosity and fascination about the world and its people
- To make links within human geographical objectives and to the Convention of the Rights of the Child (CRC)
- To enable children to gain a knowledge and understanding of their world including their immediate locality and the wider world
- To enable children to develop an understanding of both physical and human geography
- To ensure children develop a range of skills including enquiry, reasoning, analysing and fieldwork
- To ensure that Geography is taught in a way that embraces the whole school approach to inclusion and mind friendly learning

Equal Opportunities and Inclusion Statement

This school is committed to working towards equal opportunities in accordance with the Conventions of the Rights of the Child and in all aspect of school life. All resources used will support this commitment. Geography is accessible to all pupils through a variety of teaching methods including discussion, educational visits and practical resources. Children will be challenged through questions and resources. Children will be given the opportunity to explore geography through field trips and the natural environment, whenever possible.

Organisation

At Key Stages 1 and 2 pupils are taught a breadth of study which contains four key elements.

These elements are:

1. Locational knowledge
2. Place knowledge
3. Human geography with links to the Convention of the Rights of the Child
4. Physical geography
5. Geography skills and fieldwork

As the children progress through the Key Stages, they will have the opportunity to:

- Explore the locality of the school
- Explore a locality in the United Kingdom
- Explore a contrasting locality in another country
- Carry out fieldwork techniques
- Explore physical processes such as erosion and features such as rivers and mountains
- Explore environmental change and issues
- Make links to their own rights and the rights of others in accordance with our schools Rights Respecting School's ethos

Learning activities are sequenced to ensure progression and are planned and taught by the class teacher through a variety of approaches. These approaches include:

- Teacher led sessions where information is provided
- Group/team work where children together to discuss issues and carry out observational/field work tasks
- The use of audio-visual aids to ensure that information is presented in a variety of ways
- Educational visits
- The use of published schemes
- Cross curricular lessons where Geography is incorporated in to other curriculum areas

The Geography subject leader (Miss Horton) is available to class teachers for consultation and advice on Geography planning and teaching as is the Rights Respecting School subject leader (Mrs Ashton).

Wherever it enhances the teaching and learning experience of Geography, ICT will be used. Children will be given access to interactive whiteboards, safe Internet sites, various school based Geography programs and CD ROMs for the purposes of research and consolidation.

Both Key Stages have access to a variety of resources related to Geography and human rights to aid teaching and children's learning. These include:

- World and UK atlases
- Globes
- Map puzzles
- World photo sets.
- Other community artefact sets.
- Flag books.
- CRC resources

These resources are audited and updated by the Geography subject leader and supported by the Rights Respecting Schools subject leader.

Subject Specific Issues

Geography is a subject which inspires enquiry and demands observation. Children will be encouraged to explore localities and learn a variety of fieldwork techniques in a safe and supervised manner wherever possible.

The Convention of the Rights of the Child requires sensitivity taking into account the background and age of the children.

Monitoring and Evaluation

The subject leader will monitor the planning and coverage of Geography on a regular basis. It is also the role of the subject leader to evaluate the success of the teaching and learning of Geography through:

- Discussion with staff
- Regular review of children's work and teacher's planning

The Rights Respecting Schools subject leader will monitor inclusion of rights within topics across the year groups through:

- Monitoring of teacher's planning
- Regular verbal feedback sessions with children across the age ranges

The results of this monitoring and evaluation process will be used by the Geography subject leader and the Rights Respecting Schools Co-ordinator to inform the review of the policies, influence the provision and ordering of resources and impact on future advice to staff on the teaching and learning of Geography and human rights. This will then inform the action plan for the following year.

Miss Horton