



1. INTRODUCTION

The structure of the implementation of the policy and development of a long-term plan is the result of discussion with the full teaching staff and the Geography co-ordinator.

The governing body are ultimately responsible in overseeing that this policy is being effectively implemented. Their agents at school are the head teacher and Geography co-ordinator. All staff will be involved in the implementation of this policy.

2. PHILOSOPHY

Geography should:

- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance children's sense of responsibility for the care of the Earth and its people.

3. EXPECTATIONS

At Molescroft Primary School, our intention is to provide quality teaching and learning of geography to promote:

- the development of knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world;
- awareness of the wider world and a sense of place within it;
- a desire to investigate and learn about the physical and human features of the learner's own environment and appreciate how their locality is similar to and different from other places;

- the development and use of geographical enquiry skills, including questioning, ICT skills, fieldwork skills, geographical terms, making and using maps, and using photographs;
- respect for the environment and evaluation of human impact upon it.

4. TEACHING AND LEARNING STYLES

It is our intention at Molescroft Primary School to enable the children to think as geographers with the emphasis on examining artefacts and primary sources. We facilitate direct interaction with other cultures during the annual International Weeks held at Molescroft. In this way, learners have focused on Europe, Brazil, India, China, Arabic countries and Southern Africa. The **investigation** of images, sounds and relevant texts can provide the children more valuable experiences than studying geography books. We also recognise and value the importance of stories in geography teaching and we regard this as an important way of stimulating interest in the world and its people. We focus on helping the children to ask searching questions about the information they are given in order to understand the world.

We understand that children learn in a variety of ways, so teachers employ a range of teaching strategies appropriate to geography. These include:

- accelerated learning - addressing at least visual, auditory and kinaesthetic learning styles;
- open-ended tasks which can have a variety of responses;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to engage and support children individually or in groups.

5. MAKING GEOGRAPHY RELEVANT

At Molescroft Primary School, we ensure that geography learning embraces changes in the physical and social aspects of the world. Inequality is not overlooked but is addressed openly and without stereotyping. Our aim is to empathise with people in all cultures.

6. PLANNING

We currently use the QCA schemes of work for geography as the foundation for our curriculum planning. However, this is on the basis that we build on pupils' existing knowledge and do not waste time teaching

what is already known and understood. In keeping with other foundation subjects, geography units of study start with a mind map, which gathers pupil knowledge and allows them to highlight areas of learning they want to address. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure they are increasingly challenged.

Long term planning (see Appendix 1) maps the geography units studied in each term in each year group. Geography has been allocated the following times:

	% of time	time per year
Key Stage 1	3.5%	32 hours
Key Stage 2	3.5%	32 hours

This time is then distributed across the opportunities for learning relevant to the particular geography units, in keeping with the cross curricular approach. Within the term the teachers decide how best to apportion the time allocation. Often the work is taught as a block of lessons.

The QCA schemes provide good **guidance** for each unit of work for each year group. In key stage two the medium term planning follows a two year cycle as years 3 and 4, and years 5 and 6 carry out their geographical study together.

Class teachers write a short-term plan for each lesson using the accelerated learning format. The plans clearly state the objectives for the lesson.

Educational visits are used within units of work wherever possible to enhance the children's learning opportunities.

7. GEOGRAPHY IN THE FOUNDATION STAGE

Geography in the foundation stage is taught under the umbrella of 'Knowledge and Understanding of the World'. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The children work towards achieving the following relevant Early Learning Goals:

- Observe, find out about and identify features in the place they live and the natural world

- Find out about their environment, and talk about those features they like and dislike.
- Begin to know about their own cultures *and beliefs* and those of other people.

8. CROSS CURRICULAR OPPORTUNITIES

In both key stages, the positioning of the geography units is designed to complement the focus link for that term.

Geography contributes significantly to the teaching of other subject areas:

- Literacy - geography actively promotes the skills of reading, writing, speaking and listening. Some of the texts used within literacy are geographical in nature.
- ICT - children use ICT in geography to enhance their skills in data handling, presenting work and researching information using the internet.
- Dance – children develop the knowledge of and learn dances relevant to other cultures.
- Art – children use their knowledge of places they have studied to complete art units e.g. coasts, rivers, caves, Kenya and focus countries in International Week.
- Music - children compose and/or perform musical pieces relevant to countries, cultures and aspects of physical geography they have studied.
- Modern Foreign Languages - geography is inextricably linked to the study of languages.

Geography also enhances other areas such as Science, Design and Technology and History through the positioning of the unit in the focus link.

9. ASSESSMENT, RECORDING AND REPORTING

Assessment is carried out in line with the schools Assessment Policy. Assessment is based on a single grid displayed in the classroom via the Interactive Whiteboard. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant strand to that lesson:

- Enquiry and Skills
- Specialist Knowledge
- Knowledge and Understanding

- Interpretation
- Organisation and Communication

The system is intended to be oral. Pupils are required to justify orally why they believe they have attained a particular level and not another. They are also encouraged to evaluate the work of others through the same system. As the tool is interactive, the grid may be annotated at the start of a unit and saved for future discussions at the end of a unit thus allowing the children to note their progress.

We have developed the annual report to incorporate the on-going assessments of pupil performance in units of work covered. These report formats are prepared in advance in accordance with the Long Term Plan. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them. This performance is measured against age related expectations.

10. EQUAL OPPORTUNITIES

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

11. ROLE OF THE CO-ORDINATOR

The geography subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long term plan.
- Supporting colleagues in the implementation of the short term planning and provide support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up-to-date with developments in geography and disseminating information to the rest of the teaching staff.

12. APPENDICES

1. Assessment Grid.



Molescroft Primary School Assessment Sheet for History and Geography

Name _____ Unit _____ Date _____

Specialist Knowledge		Knowledge & Understanding	Interpretation	Enquiry & Skills	Organisation & Communication
Chronology	Environmental Change & Sustainable Development				
I can place a few events or objects in order. I am beginning to use simple terms about the passing of time. (Then, now, past, present)	I can say what I think about what places are like. I understand why it is important to care for the environment.	I can listen to and tell stories about the past. I can say what my local area is like and know that there are other places outside the UK.	I can recognise objects from the past. I can recognise people and places that are different from the UK.	I can use sources of information like pictures, videos and stories to find answers to simple questions about history and geography. I am beginning to do this kind of work independently.	I can talk about what I have learned. I am beginning to combine words with pictures to present my work.
I can place a few events and objects in order. I can use simple terms about the passing of time. (Then, now, past, present)	I know that people can damage the environment. I can give a few examples of how they do this.	I know that my life is different from the lives of people in the past and may be different from those living in places outside the UK today. I am beginning to recognise that there are reasons why people acted as they did in the past.	I can recognise some of the different ways in which the past, people and places are represented. Things like pictures, objects, museum displays.	I can use sources of information, including objects and visits, to find answers to simple questions about history and geography. I can do this kind of work independently.	I am beginning to present my findings through oral/enactive work and through logically arranged work in pictures and writing. My use of key vocabulary is developing.
I can order a number of objects and events in the correct order. I understand that the past can be divided into different periods.	I can give reasons for my observations and for my views and judgements about environments. I can give a few examples of how people seek to improve and sustain environments.	I understand some of the main events, people and changes that have happened in the past and know some reasons why people behaved as they did. I know some similarities and differences in human and physical features of places.	I can identify for myself some of the different ways in which the past, people and places are represented. Things like written accounts, film, plays and songs.	I am beginning to think of my own questions to ask about history and geography based on the sources of information my teacher gives me to use. I am becoming a history/geography detective.	I can confidently present my findings as above and can include basic maps and diagrams I have drawn to communicate information clearly. I am becoming skilled at using the correct vocabulary.
I can organise information chronologically within periods of time and topics. I make use of dates and chronological terms and conventions such as BC, AD, century and decade.	I can explain how people can both improve and damage the environment. I can explain my own views and the views that other people hold about an environmental change.	I can describe key features of past societies and periods. I can explain what a place is like, how it got like that and how and why it is changing. I am developing an understanding of a range of environments throughout the world.	I show some understanding that the past, people and places have been represented in different ways. I know that I have to consider that different opinions exist and I show this in my work.	I think of my own questions about history and geography. To answer them I can select and combine information from different sources (maps, physical features, diaries, portraits, eyewitness accounts, images, objects, stories, film, internet and what I already know).	My work is structured and well organised. I can present information confidently and clearly, combining maps, diagrams, pictures, writing and ICT. I use a relevant vocabulary with confidence.
I now have a chronological knowledge of key events within a period. I have detailed knowledge of chronological terms and their use.	I can suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. I recognise how people try to manage environments sustainably.	I am showing increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world and can describe events, people and changes. I can explain physical and human processes in a range of places throughout the world.	I know that some events, people, places and changes have been interpreted in different ways. I can suggest possible reasons for this, eg political issues, perspective. I understand that throughout history people and places have often been stereotyped.	I can think of interesting and relevant questions when I study history and geography. I know what I can use to find the answers and can select the relevant sources of information for the job. I know that some sources may not always be accurate.	I can select the most appropriate information to include in my work and present it in a logical, structured way, which clearly combines a range of presentation tools. I use relevant vocabulary both confidently and accurately.