

Mission Statement

St. Michael's Geography Vision

Geography is about the study of places, the human and physical processes that shape them, and the people who live in them. Through their work in geography, children can make sense of their surroundings and learn about the human and physical features of their local area, comparing their life in this area with that in other regions in the United Kingdom and in the rest of the world. It helps pupils to make sense of their surroundings and the wider world, and to understand the ways of life and cultures of people in other places.

Aims and Objectives

Aims (taken from the new curriculum)

The national curriculum for geography aims to ensure that all pupils:

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

Role of the Subject Coordinator

The role of the subject coordinator is to:

- Support quality teaching, planning and assessment
- Planning and leading staff meetings
- To lead parent workshops and information sessions as appropriate
- Provide quality resources and advise staff on their availability- replenish year group and central stocks when needed and upload resources onto the shared area
- Advise on fieldwork opportunities within our own school groups and locality as well as those within the wider locality e.g the Downs Banks in stone, the Wolseley Centre in Stafford, Trentham Gardens,
- Collect evidence of learning in Geography across all year groups and abilities to share good practise within school
- To keep knowledge and skills up to date in line with changes in National and local policy
- Support other staff in school including NQTs and RQTs

Geography Curriculum Planning

Geography is taught as part of our Creative Curriculum to support and enhance the work done within these topics.

Our Geography Whole school curriculum map, sets out what is taught and when, to ensure appropriate coverage and progression. This is enhanced with our 'Journey round the World' and our carefully planned 'wow' days and weeks. These also offer an opportunity for parents to engage with the school and their child's learning, alongside appropriate curriculum themed home learning tasks.

In all year groups, we will provide opportunities to study a mix of local and more distant locations. For our younger pupils in Nursery and Reception, local means their known world and global means any new experience that extends it. As the

children's understanding and awareness of Geography and their school locality is developed, the range and scale will expand. Comparisons will be made between the school locality and other localities within the UK, Europe and other parts of the world.

Geography encourages children to learn through experience. Opportunities are planned to enable children to acquire the geographical skills, concepts and knowledge needed to understand places and themes, through practical activities, direct experience and map work at different scales. Where possible geography fieldwork should be an essential part of the work.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in Geography lessons. This includes whole-class demonstrations, group discussion and reflection, individual and group work and focused teaching, all of which can be either inside or preferably outdoors. Through this we aim to develop children as 'questioners' and develop enquiry based learning. To support teachers, our Geography Curriculum Map provides some examples of enquiry based questions for each year group which can be used as a starting point. This is supported by identifying the key vocabulary that is to be taught in each unit of work to ensure that children are able to articulate their learning and understanding when asking and answering enquiry based questions.

Resources

We have a range of resources to support the teaching of Geography across the school. Equipment is kept in a central location in the schools 'Learning Resource Room'. It is the duty of the subject leader to ensure that all resources replenished regularly. Individual class teachers/year groups are responsible for returning all resources promptly, and requesting specific resources for topics before the start of each half term or sooner if possible.

Health and Safety

Teachers always teach the safe use of tools and equipment and insist on good practice. Teachers are responsible for the safe return of any equipment when not in use.

All electrical items are tested for safety. Other tools and equipment are checked regularly and repairs or replacements are arranged.

Differentiation and Inclusion

Teachers work towards removing barriers to learning and participation e.g providing enlarged or simplified maps. Alternative methods of responding and recording are planned where appropriate e.g. video cameras, digital cameras, and computers.

Equal Opportunities

When planning Geography work we undertake to promote equal opportunities that pays due regard to gender, special needs, and the cultural and ethnic backgrounds of all children and their families. Geography supports the provision of a broad and balanced education for all.

It is vital that all children feel able to participate, contribute and achieve in Geography. This is ensured by:

- Avoiding stereotyping in relation to the gender/ethnic background of artists studied
- Making a positive effort to celebrate cultural diversity

Special Educational Needs and More able

Teachers provide learning opportunities and objectives that are matched to the needs of children. Work in Geography takes into account the targets set for individual children in their school support plan (SSPs).

Assessment

Assessment is conducted in a variety of ways:

- Observation of the children as they work
- Class/group/individual discussion as they talk about their geographical activities and learning
- Written comments by the children
- Self/peer assessment
- This all then feeds into the assessment grids which are to be completed at the end of each unit of work

Children need to know how well they are doing in *Geography* and what they can do to get better. Assessment provides the information needed to plan appropriate teaching and learning activities to enable children to make progress,

The subject coordinator keeps a portfolio of examples of children's learning across all year groups and abilities. Evidence can include learning walks, copies of children's work, photographs, written comments and pupil interviews.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in *Geography* is the responsibility of the subject leader. It also involves supporting colleagues in the teaching of *Geography*; informing staff about current developments in the subject and providing a strategic lead and direction for the subject. The *Geography* subject leader regularly reviews their action plan and discusses this with the Head Teacher, indicating progress and areas for further improvement.

Community Links

The school strive to involve and interact with the local community as much as possible in *Geography*. We recognise the importance of utilising the human and physical resources of our local area and helping children to establish a firm understanding of their locality and their relationship to it. This can be achieved through:

- Establishing links with other schools within our locality
- Inviting members of the community into school e.g from the church community, local businesses and organisations
- Participating in local events and supporting local initiatives in stone

British Values

The *Geography* curriculum promotes key British Values enabling children to gain an appreciation and respect of life in other cultures, and it enables them to recognize the importance of sustainable development for the future of mankind.