

ASHBROOK SCHOOL



**"Everyone matters; everyone is
important"**

GEOGRAPHY POLICY

Updated Spring 2010

GEOGRAPHY POLICY STATEMENT

SCHOOL AIM

"Everyone matters; everyone is important."

CO-ORDINATOR: Mrs L Healey

LINK GOVERNOR: Mr Adrian Boynton

AIM

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

We also aim to help children develop geographical knowledge and understanding through interesting and enjoyable activities.

SUMMARY

Geography is concerned with the study of places, the inter-relationships between the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world.

LEARNING INTENTIONS

- To stimulate children's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface
- To help children develop a sense of place, within both local and wider perceptives, thus enhancing their sense of responsibility towards the Earth and its peoples
- To develop enquiry skills associated with geographical issues

ORGANISATION

All children are taught the skills and knowledge of Geography as outlined in the Foundation Curriculum and QCA schemes of work. Geography is taught through a combination of approaches using a differentiated curriculum in order to meet the needs of all children throughout the school. The general requirements allow for a balanced programme of Geography activities which build on previous work and achievements. At Foundation Stage and Key Stage 1, the Geography curriculum is planned to provide links with other subjects, as well as those activities which teach specific geographical skills. A whole school approach to Geography has been developed which gives consideration to the progression of knowledge, skills values and attitudes and the use of resources.

MANAGEMENT

The Foundation Curriculum and QCA Units have been used to evolve a scheme of work for Geography appropriate for each year group. The curriculum for each year group is divided into six half-termly units and is delivered either in a cross-curricular manner using activities centring on a topic, or by teaching specific geographical skills.

The progression of fieldwork throughout the school is:

- EY - school/school grounds
- Y1 - school to the local park
- Y2 - school to Holy Cross Church

The Geography Co-ordinator will be responsible for liaising with other subject co-ordinators in order to promote the use of Geography to support other curriculum areas.

TEACHING AND LEARNING

The QCA Units and the Foundation Curriculum for Geography provide the framework for our Geography curriculum, in conjunction with the National Curriculum.

A large proportion of the work undertaken by the children will have an investigative enquiry approach. Through problem solving, using primary and secondary evidence, and reviewing their findings, the children will be dealing with geographical issues. The children will be presented with a variety of learning experiences: individual, group and class work. They will have opportunities to take part in creative, practical, problem solving, role-play and imaginative activities. A range of books, maps, atlases, the computer and other equipment will be used to support the teaching of Geography in both Foundation and Key Stage 1. The children have opportunities to carry out fieldwork around the school grounds and in the local area.

CROSS-CURRICULAR LINKS

Links are to be found between Geography and many other subjects. However, the links should be genuine rather than tenuous and contrived.

Reference can be made to MK publication "Teaching Geography through Literacy".

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular and appropriate stages.

Children's formative Geography records are regularly monitored and new targets for learning set.

Planning for Geography occurs at three levels:

- Long Term - yearly planning
- Medium Term - half-termly planning
- Short Term - weekly planning and daily planning

DIFFERENTIATION (see also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their place of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning.

EQUAL OPPORTUNITIES/SPECIAL NEEDS

All pupils will have access to Geography on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows.

ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the QCA Units and the National Curriculum and regular teacher assessments help to determine the child's level of performance. These assessments can be recorded in the Formative Record File.

The teacher should provide learning experiences which ensure that each individual child makes progress across the curriculum.

Much assessment will take place informally in the classroom and discussion between the teacher and the child will take place in order that targets can be negotiated as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

At the end of each year, children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy kept in the child's file. Within our planning folders there will be a record of learning intentions covered by children during the year.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.
- We use "thinking tools" to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the Geography Curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating achievement of individuals or groups of children within each class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. (The Role of the Geography Co-ordinator - see Appendix 1.)

MONITORING AND EVALUATION

The Curriculum Manager, the Geography Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and Schemes of Work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager and the Geography Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

DATE WRITTEN

This policy was reviewed and rewritten in Spring Term 2010 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

ROLE OF THE GEOGRAPHY CURRICULUM CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning
 - 1.4 Organise and purchase relevant teaching resources from within annual budget
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisors input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary, to external agencies for advice/support eg: Resource Centres, Library, Museums
 - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area
 - 1.8 Organise workshops for parents, as appropriate
- 2 Take major responsibility for the development of the curriculum area.
 - 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues
 - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager

by:

- preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending County/local INSET
 - feeding back progress to colleagues/governors
- 2.3 Organise, manage and maintain resources in consultation with other colleagues
- 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school
- 2.5 Liaise with colleagues with like responsibilities in the liaison group and participate in National and County initiatives as and when appropriate
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET Co-ordinator and Curriculum Manager.
- 3.1 Identify needs/intended outcomes
- 3.2 Plan appropriate programme, involving advisory service and outside agencies where appropriate
- 3.3 Take responsibility for the overall organisation of the initiative
- 3.4 Devise means of effectively evaluating the outcomes
- 3.5 Formulate plan for further action as appropriate

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

