

GEOGRAPHY AT HOLY FAMILY CATHOLIC PRIMARY SCHOOL

WHAT IS GEOGRAPHY ?

Geography is the study of real places and of how people living in them are influenced by and affect that environment. Geography helps pupils to develop understanding of the world around them, how it was formed, how it is changing and their place within it.

THE AIMS OF TEACHING GEOGRAPHY

Holy Family's aims for geography are:

- ◆ to develop a knowledge and understanding of places;
- ◆ to develop a knowledge and understanding of patterns and processes;
- ◆ to develop a knowledge and understanding of environmental change and sustainable development;
- ◆ an ability to undertake geographical enquiry;
- ◆ to encourage pupil's interest in their surroundings;
- ◆ to encourage pupil's interest in a variety of physical and human conditions on the earth's surface;
- ◆ to enhance the pupils' concern about the quality of the environment of the future of the human habitat.

Teaching and Learning Style

Geography teaching focuses on the children using geographical enquiry and skills to develop their knowledge and understanding of places, patterns and processes, and environmental change and sustainable development. In each key stage the children are given the opportunity to visit localities which will support the geographical knowledge and skills required for progressing. We encourage visitors to come into the school to help the children to gain a more comprehensive understanding.

We recognize the fact that children in all classes have different abilities in geography and seek to provide suitable learning opportunities for all children through matching the task to the child's ability.

GEOGRAPHY CURRICULUM PLANNING

Holy Family follows the International Primary Curriculum for the teaching of Geography. This is a topic based approach which incorporates cross-curricular opportunities, enthusing children's learning and encouraging depth of learning. This approach provides opportunities for all children (regardless of ability) to develop their skills and knowledge in each unit and, through planned progression ensures that they are increasingly challenged as they move up through the school.

PLANNING AND ORGANISATION

The International Primary Curriculum identifies what pupils need to learn, when and how the subject is to be taught and the amount of time spent on each element of the programme.

When planning for progression the following must be considered:

- ◆ gradual extension of content to include different places, environments, human activities and physical processes;
- ◆ increasing the scale of the place studies from localities, regions and countries to international and global;
- ◆ increasing complexity of the phenomena studies and tasks set;
- ◆ use of more generalised knowledge and abstract ideas, increasing precision required in practical and intellectual tasks, increasing awareness and understanding of social, political and environmental issues involving different attitudes and values.

Effective planning takes into account the needs of all pupils. Within the scheme of work, the level of challenge, activities and resources should be gauged against the abilities of the pupils for whom it is intended. Holy Family will consider how the knowledge, understanding and skills could be extended or adapted to cater for pupils who learn in different ways and rates.

In geography, differentiation can be planned in terms of learning objective, tasks, teaching methods and resources. Other appropriate strategies might be:

- ◆ organise pupils in particular groups to better match their needs;
- ◆ break the work into smaller steps;
- ◆ be taught concepts through discussion, concrete examples and practical activities;
- ◆ use materials relevant to the pupils own experiences;
- ◆ use a variety of formats of information and resources e.g.maps, photographs, video, CD-ROM's.

TEACHING AND LEARNING

At Holy Family the teaching of geography will:

- ◆ make geographical work exciting, interesting and relevant to pupils' lives;
- ◆ use an enquiring, questioning approach to work and encourage pupils to ask and answer questions;
- ◆ use real places at a range of scales to illustrate work on places and themes;
- ◆ draw on pupils' own local knowledge and use local issues when exploring the local area;
- ◆ make good use of pupils' own experiences in studying other places;
- ◆ give pupils opportunities to learn about other lifestyles and cultures;
- ◆ introduce pupils to a wide range of appropriate geographical enquiry;
- ◆ use a wide range of up-to-date resources;
- ◆ involve pupils in a wide range of teaching, learning and assessment activities for example: fieldwork, discussion and using ICT as well as written tasks;
- ◆ monitor pupils' progress, assess their work regularly and provide helpful feedback;
- ◆ encourage pupils to think geographically about people, places and geographical issues.

ASSESSMENT, RECORDING AND REPORTING

(Refer to Holy Family Assessment Policy)

The children's work will be assessed against the criteria given by IPC Assessment for Learning. Within this, the children will be assessed at either at the beginning, developing or mastering stage. By using this method of assessment, the teachers are able to judge whether children are achieving below or above national expectations. The children are also able to self-assess using a "child friendly" version of the same assessments and as a result can see how much they are improving throughout the year.

The Senior Leadership Team monitors work submitted by the class teacher (from differing ability groups) on a termly basis.

Resources

There are a multitude of resources available from the International Primary Curriculum. These support the geographical aspects of each topic. Teachers can also add to these resources and are currently building up resources for future use.

MONITORING AND REVIEW

The monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the Curriculum Team. The work of the Curriculum Team also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The team shall also encourage positive delivery of the subject throughout the school.

THE CONTRIBUTION OF GEORGAPHY TO OTHER SUBJECTS

LITERACY AND NUMERACY

Geography provides many opportunities to develop basic skills.

- ◆ move between abstract and concrete concepts;
- ◆ formulate questions;
- ◆ plan and organise investigations;
- ◆ collect, describe and classify information;
- ◆ devise and carry out simple experiments;
- ◆ prepare and use questionnaires;
- ◆ locate information from a variety of sources;
- ◆ measure, quantify and organise information;
- ◆ record information in appropriate ways;
- ◆ make inference from evidence;
- ◆ draft, edit and evaluate work;
- ◆ organise and present work.

INFORMATION COMMUNICATION TECHNOLOGY

Geography uses the following strands in information technology:

- ◆ handling data;
- ◆ modelling;
- ◆ the communication of information;
- ◆ measurement and control.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL ASPECTS

Geography contributes to the social, moral, spiritual and cultural development of pupils through:

- ◆ helping pupils build an informed and balanced view of the world and their place in it;
- ◆ helping pupils consider similarities and differences between individuals, groups and communities;
- ◆ helping promote positive images and challenge myths, stereotypes and misconceptions;
- ◆ arousing interest in the world in which they live;
- ◆ helping give pupils an understanding of their own world's development.

SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

(Refer to Holy Family Special Educational Needs Policy)

It is our intention to provide every individual with a broad, balanced and relevant curriculum in geography at an appropriate level regardless of ability, gender, religion, race, social circumstances or first language. Clear procedures for the early identification of pupils experiencing difficulties are in place. Early intervention, which may include the provision of appropriate learning support, is a priority and will help ensure that pupils are given every opportunity to succeed.