



Grouville School Geography Policy 2019

UNCRC Article 17: Every child has the right to get information.

UNRC Article 28: Every child is a right to an education.

UNRC Article 29: Every child has the right to be the best they can be.



Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which children learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills and enquiry is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, children need to efficiently use maps, charts and other geographical data.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

We believe Geography should be taught because:

- geography provokes and answers questions about the natural and human world;
- it inspires children to think about their own place in the world, their values and their rights and responsibilities to other people and the environment;
- it supports children's personal and social development through geographical study, exploring issues of spiritual, moral, cultural and social education;
- it helps children acquire and develop the skills and confidence to undertake investigation, problem solving and decision making.

At Grouville School we aim to provide an education in Geography which will:

- enable children's to develop a sense of interest in and curiosity about their local surroundings;
- increase children's knowledge and understanding of localities and the world in which we live by making comparisons and links to other places including the evolution of countries;
- enhance children's understanding and fluency of knowledge of continents, countries and capital cities;
- increase children's knowledge of other cultures and celebrate those within our local community and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural world;
- extend children's knowledge, empathy and understanding of different environments, including the study of water, settlements and geographical issues;

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- inspire a sense of responsibility for the environments and the people of the world we live in including the impact of human choices both past and present;
- make explicit links to global citizenship, encouraging our children to be Rights Respecting citizens during their life at school and into the future.
- enable the children to develop and use geographical skills through the use of fieldwork, ICT, geographical vocabulary, secondary sources and making maps.
- promote children's' curiosity by providing real and relevant learning experiences through the use of trips, artefacts, visitors and other engaging and reliable resources.

Curriculum

Article 28: The right to a good quality education

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. The children learn about their local area in Jersey, the surrounding Channel Islands and a range of countries around the world. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, children investigate their local area and a contrasting area in the wider world, finding out about the environment in both areas and the people who live there. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, children investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Children carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Children will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school

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curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Geography in the Curriculum

Geography is a Jersey Curriculum foundation subject with designated programmes of study. The programmes of study for both Key Stage 1 and 2 are based on:

- Locational knowledge;
- Place knowledge;
- Human and Physical geography;
- Geographical skills and fieldwork.

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development. A curriculum map has been devised in order to provide a framework for the Geography taught within our school. A curriculum coverage document outlining the Jersey Curriculum provides further guidance by outlining the subject content that should be taught within each year group and Key Stage. A skills progression map has been devised to ensure that each year group aims to ensure that learning is progressive and that geographical skills are central to learning.

Teaching and Learning

Approximately 18 hours each year should be devoted to the direct teaching of Geography. We need to ensure that Geography is an exciting, stimulating subject that captures children's enthusiasm and interest, building on their existing geographical knowledge and understanding. We plan Geography to ensure the aims and objectives set out in the Jersey Curriculum are covered. Learning activities should be sequenced to ensure progression and continuity throughout the school.

Cross-curricular links to other areas of the curriculum should also include the teaching of geographical skills. Apart from teaching the subject directly, there are opportunities for Geography during assemblies, stories, learning wall displays, school visits, field-work and discussions about current affairs.

As in any area of the curriculum, it is important to plan opportunities for teaching and learning in a variety of ways, because:

- children learn in different ways;
- children have different learning needs;
- some learning opportunities lend themselves to particular approaches, e.g. fieldwork.

There should be opportunities for field work, discussion, role - play, observation, enquiry, individual research, use of ICT, problem solving and decision making. We encourage children to ask as well as answer geographical questions.

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The importance of good resources plays a vital role in the teaching of good 'worthwhile' geography. Visual stimuli, such as maps, charts, videos, interactive whiteboard resources and photographs are essential tools for teaching most geographical skills.

Lessons will probably be a mixture of whole class and small group work. A distinctive feature of Geography is fieldwork. Children learn best from 'hands on' experience; there should be opportunities every year for children to work outside the classroom and in the local area. They need opportunities to work independently and collaboratively on investigations, carry out experimental work, interviews, questionnaires and surveys.

Spiritual, Moral, Social and Cultural Development

Article 29: The right to be the best you can be, to learn how to live peacefully and respect others.

Spiritual Development: Through helping children to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral Development: Through helping children to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices as global citizens in the future. Through discussion and a focus on our Rights Respecting ethos, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, reclaiming coastland) and the effects this can have on the surrounding area.

Social Development: Through helping children to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural Development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Equal Opportunities

Article 2: The right to not be discriminated against

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

All activities should be planned in a way that encourages full and active participation by all the children, irrespective of ability. Opportunities should be given to extend children at greater depth

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and the less able can be given extra assistance from the class teacher, support staff or through supporting resources.

Health and Safety

Article 36: The right to be kept safe from harm

Fieldwork and visits to local sites are an important part of Geographical work and school health and safety guidelines will be adhered to at all times.

Resources

All Geography resources boxes are located in the Resources Room. Please speak to the Subject Lead (Sam Hall) if you require any additional resources.

Assessment

At the beginning of each new unit, teachers ask their children what they already know and what they would like to learn more about. This will be recorded in a cover sheet format in the children's books and may also be presented as questions on the learning wall. During the planning stage, teachers use the children's questions alongside the curriculum coverage and skills documents to create clear learning questions, address misconceptions and identify opportunities for assessment. At the end of a unit, children are given time to reflect on their questions from the beginning of the unit and answer them with their new knowledge. Assessment of children's progress is ongoing throughout the year and is recorded on the foundation subjects tracking grid in line with the 'traits of a learner'. Parents may be informed of their child's progress twice a year at Parent Consultations and there may be reference to Geography in their annual report.

Monitoring and Review

Geography is monitored and evaluated as part of the school's monitoring cycle. This might include lesson observations, book looks, reviewing of planning and talking to children.

The Subject Leader (Sam Hall) will:

- support colleagues with planning and teaching of Geography curriculum to ensure progression and development of skills;
- monitor and review the teaching of Geography throughout the school. Reviewing teachers' planning should ensure that the statutory requirements for the Jersey Curriculum are being covered;
- evaluate children's work to assess coverage and progress made (books and learning wall displays)
- attend related inset in order to inform colleagues about new developments, ideas and resources in Geography;
- audit resources.

Written by Nichola Turner January 2018

Updated by Sam Hall September 2019

This policy will be reviewed in January 2021

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