

Garton on the Wolds CE Primary School

Our School Vision is to work as a community within the school's Christian ethos. We promote world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to 'live life to the full' (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- delivering consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- providing excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- nurturing a partnership of pupils, teachers, parents, governors and the local community
- ensuring targets are challenging and achievable

Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

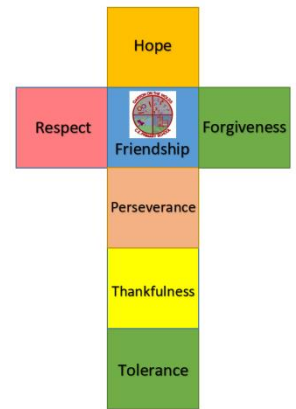
Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

Geography Policy

Geography teaches an understanding of places and environments. Through their work in geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;



- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning style

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

Accelerated learning – addressing visual, auditory and kinaesthetic learning styles.

Providing open ended tasks.

Providing resources of differing complexity depending on the ability of the pupils.

Using teaching assistants to engage and support individual or groups of pupils.

Geography curriculum planning

We use the National Curriculum for geography (2014) as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term for each key stage. We combine the geographical study with work in other subject areas. Our medium-term plans follow the national scheme of work and give details of each unit of work for each term on a two-year rotation cycle. Medium term plans inform our short term planning, which include clear learning objectives for each session.

We plan the topics in geography so that they build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Educational visits are used within units of work wherever possible to enhance pupils learning opportunities.

Early Years Foundation Stage

Geography in EYFS is taught under “Understanding the World.” Children are supported in developing the knowledge, skills and understanding that helps them make sense of the world. Pupils work towards achieving the relevant Early Learning Goals.

The contribution of geography to teaching in other curriculum areas

In both key stages geography is designed to contribute significantly to cross curricular teaching.

English - Geography actively promotes the skills of reading, writing, speaking and listening. Some of the texts used are geographical in nature. At Key Stage 2 we organise debates on environmental issues as we believe these develop speaking and listening skills. Reports, letters and recording information are all incorporated to develop children’s writing ability.

Mathematics - Geography in our school contributes to the teaching of mathematics in a variety of ways - maps, grid references, scale, distance.

Computing - Pupils use ICT in geography to enhance their skills in data handling, presenting work and researching information.

Spiritual, Moral, Social and Cultural development – Pupils focus on our changing landscape and environmental issues, reflecting on the impact of mankind on our world Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

Teaching geography to all children

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

Assessment and recording

Assessment is carried out in line with the schools assessment policy and is linked to the relevant strand of learning – Enquiry and skills, Specialist knowledge, Knowledge and Understanding, Interpretation, Organisation and communication. For each unit each pupil is assessed against the expected targets.

Resources

We regularly review resources in our school to be able to teach all the geography units in our scheme of work. In the library we have a good supply of geography topic books. There is a range of educational software to support the children's individual research in the classes and teachers are aware of recommended websites.

Fieldwork

Fieldwork is integral to good geography teaching and we include many opportunities to involve children in practical geographical research and enquiry.

In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and have opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area and have an opportunity to take part in a residential visit where fieldwork is carried out in relation to the topic of the term.

Monitoring and review

The geography subject leader is responsible for –

Monitoring the standard of the children's work and the quality of teaching in geography.

Ensuring progression and continuity across the key stages.

Supporting colleagues in implementing short term planning and providing support within each unit of work.

November 2018