



DAUBENEY MIDDLE SCHOOL

**GEOGRAPHY
POLICY**

Importance of Geography to the curriculum

The Geography Department believes that pupils should use lines of enquiry to ask and answer questions about the natural and human world. This should enable them to view people, places, and environments from different perspectives.

It develops knowledge of places and environments throughout the world, and understanding of maps. The Department looks at a range of investigative and problem-solving skills, both inside and outside the classroom. Topical issues are studied and the global implications raised.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As pupils study Geography, they encounter different societies and cultures. This puts global implications on how interdependent different nations are.

Geography will hopefully inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. Geography helps to prepare pupils for adult life and employment.

Expectations

By the end of KS2 it is envisaged that the majority of the pupils should be aiming to achieve level 4 or above.

By the end of KS3 it is envisaged that the majority of the pupils should be aiming to achieve level 5 or above.

Aims

- To stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth
- Enhance the pupils' sense of responsibility for the care of the Earth and its people, and encourage them to lead responsible and sustainable lifestyles
- To use a wide range of geographical skills
- To use Assessment for learning for supporting pupil achievement to the next level
- Develop pupils' skills of critical enquiry and ability to handle and interpret information, using ICT and GIS, in order to ask questions and reach conclusions that can be communicated and debated with others
- Independent learning is encouraged when following lines of enquiry
- Numeracy and Literacy skills are supported and indicated in schemes of work
- Fostering the development of a set of moral values that will enable pupils to be responsible members of society
- To give all pupils the opportunity to realise their full potential through a broad, well-balanced and relevant curriculum, which is supported by differentiated tasks when appropriate

Entitlement and curriculum provision

At KS2 pupils investigate a wide variety of themes and use a range of skills like investigation, ICT and mapping. Topics covered include mapping skills and passport to the world, rivers with emphasis on the River Great Ouse, St. Lucia, Mountains and their environments, settlements from farms to cities, and a short study on climate. ICT, maps, photographs, text books, resource boxes of relevant items, and educational visits (river walk and visit to Wimpole Hall).

At KS3, in Year 8, pupils learn about the patterns and processes associated with earthquakes, volcanoes and tsunamis, key features of coasts and effective management of this environment, the sport's industry and its global impact, and different types of industries. In light of new curriculum in geography this will be modified or changed in 2009-10.

Year 7 curriculum has undergone several changes making it more relevant to the pupils. They study their own locality and region as well as the UK, looking at their own place and identity in it. Are we British or European is a question the pupils are set to examine, and Italy is compared to the UK. A specific study is done on a LEDC, Brazil and its eco-system, the Rainforest. Rivers and flooding, Energy problems and Fairtrade are other topics covered. Trips include a visit to Cadbury World, Birmingham.

The Key Elements used are indicated throughout the Schemes of Work.

Time Provision

Years 5, 6, and 8 - one hour per week.
Year 7 has two hours per week

Leadership and management

- The subject co-ordinator for Geography is also the same as the one for History
- Meetings are held at once a term
- Meetings are held for moderation when required
- Evaluation and feedback from staff is encouraged
- Inset is used for planning and evaluation, when provided
- Teaching observations are used for monitoring when time is allocated

Staff Provision

Year 5 - all four year 5 staff teach Geography.
Year 6 - one member of staff teaches all four classes.
Year 7 - three members of staff teach four classes.
Year 8 - one member of staff teaches all four classes.

Teaching and Learning

- In line with school policy the pupils are given their learning objectives and success criteria each lesson
- Assessment for learning is followed as part of school policy. Indicators for progress are given for feedback on pieces of work to enable the learner to progress to the next level
- Assessment is done on a regular basis, and at least once a term. These are indicated in the Schemes of Work
- The Schemes of Work indicate a wide range of teaching approaches and learning activities that recognise the different learning styles -VAK
- Key questions and investigations encourage independent learning as well as group work
- Oral work and presentations facilitate the development of pupils' learning
- Pupils are given termly targets along with advice how to reach the next level
- Peer group marking is used to encourage shared learning
- A variety of different ways, including diagrams, graphs, mind maps, maps, oral presentations, fieldwork displays, reports, posters, letters and presentations to parents
- Schemes of work reflect differentiation
- Gifted and talented have a fieldwork trip in year 8, with five other schools, including three upper, which allows a more challenging learning environment
- Those with learning difficulties have a folder which is used per lesson by support staff to record whether they have understood and met the LO. This supports planning to support future teaching to aid their learning

Homework

This is indicated in most Schemes of Work. A variety is reflected across each SOW.

Assessment and Reporting

Assessment is done at least once a term. GOAL is also used.

Cross-Curricular

- Geography provides abundant opportunities to use literacy skills. Oral work, reading and different styles of writing requirements-essay, reports and letters for example, are reflected in the schemes of work
- Geography also develops the use of different vocabulary, and different reading materials, from text books to newspapers, maps, fiction and non-fiction books
- Geography provides an excellent context for mathematical and scientific investigations. For example, data gathering, processing, analysis and presentation; measuring; experimentation; use of grid references

- ICT facilitates the use of information gathering and the use of GIS like Google Earth allows analytical and measuring skills to be used. They are able to utilise their skills learned in ICT to produce effective power point presentations
- Many links are made to Citizenship, which the aims of the department indicate. Pupil responsibility towards the earth's survival and to those in LEDS is reflected in Schemes of Work
- History links are most in evidence in the new Year 7 scheme of work when "Where do we come from?" is studied.
- Links with Modern languages is also reflected in a Year 7 SOW