



Rush Common School Professional Practice Document ("PPD") for Geography

1) Aims:

1.1 The purpose of teaching geography in our school is:

- to help pupils to understand that 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
- through investigation and enquiry, to stimulate the pupils' interest in their surroundings and in the variety of physical and human conditions on the earth's surface
- to help pupils develop a sense of place and greater understanding about their home area, their own country and other parts of the world in the hope that they will show an increasing responsibility towards the earth and its peoples
- to enable pupils to recognise some geographical patterns and relationships revealed in different types of landscapes and activities
- to help pupils develop their own values and attitudes towards places and environments and to learn how they can begin to influence change

2) Objectives:

2.1 During KS1 pupils will have had opportunities to investigate their own and a contrasting locality. They will have some understanding of the quality of environments and of ways they affect people's lives. They will develop an awareness of the wider world and be able to ask geographical questions about places, people and environments. They will have a good understanding of where the United Kingdom is in relation to the rest of the world as well as know their country's capital.

2.2 Geography at KS2 will show progression from the work in KS1. It will follow a yearly cycle to ensure coverage by all pupils. By the end of KS2 pupils will have investigated a locality in the UK, a region in a European country and a region within North or South America as well as an aspect of China (e.g. the role of the Yangtze River over time, to promote our implementation of Mandarin and the Chinese culture). They will begin to understand the nature of changes taking place within their own country and the other areas studied and appreciate the interactions between people and their environments. They will increase their understanding of how places are linked to the wider world. They will continue to develop their enquiry and investigation skills, using an increasing range of resources. By the end of Year 6, in preparation for Secondary school, pupils will demonstrate a good understanding of what Geography is and be able to list the main tenets of this subject: locations, places, regions, movement and the interaction of humans upon the environment.

3) Agreed approach to teaching and learning:

- The work in geography at both KS1 and KS2 is planned to provide **appropriate links** with other subjects. At KS1 it will often be taught as part of an integrated topic. Geography at KS2 may be taught alongside other subjects as part of a **broad theme or as a focused** geography unit.
- At both Key Stages, geography makes a significant contribution to the development of language, literacy and, on occasions, numeracy, where aspects of Geography can be used in Maths lessons. Where appropriate, pupils will be given opportunities to use information and communication technology.
- A large proportion of the work undertaken by pupils will have an **investigative/enquiry** approach. By studying primary and secondary evidence pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Activities will be created to provide opportunities for pupils to develop, apply and make progress within the wide range of **geographical skills and concepts**.
- **Equal opportunities/special educational needs:** throughout the planning stages we ensure that the geography curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.
- **Opportunities to assess** pupils' progress are identified within the medium and short-term planning and a range of evidence is used. Records are kept of pupils' achievements in geography, through both teachers' notes and the on-going school's geography recording system.
- Visits and fieldwork are seen as an integral part of a pupil's entitlement. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Careful preparation will ensure that pupils are given tasks appropriate to their ability which will develop their skills of observation, questioning, recording, etc.
- Activities need to be created within units which will encourage pupils to reflect on their own **values and attitudes** in relation to a wider world e.g. the quality of an environment, improving public transport, reducing water consumption. Whenever possible, material should be chosen so that a range of multicultural and minority groups opinion is represented and accurately portrayed. We advocate co-operative work to enhance social skills.
- Aspects of **cross-curricular themes:** citizenship, health, environmental issues, industrial understanding, etc. will be included where appropriate.
- As teachers/adults we must have an awareness of the messages or bias that we might, unwittingly, pass on either through our questioning/discussions or selected materials/resources.

- **Role of co-ordinator:** the co-ordinator is responsible for the monitoring and development of the subject as set out in her job description. The co-ordinator has other responsibilities within the school and therefore the attached action plan identifies the agreed priorities that are feasible within the specified time allocation for this subject.

4) Review of this PPD

The Leadership Team reviews the PPD every 3 years. It may review the PPD earlier, if required.

Approved by the Leadership Team November 2018

Signed: *Jacquie Stevenson*

Headteacher

Review Date: November 2021