



## Jersey College Preparatory School Geography Policy

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To be reviewed:	Annually

### College Objectives:

- Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives.
- It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment.
- Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences.
- As pupils study Geography, they encounter different societies and cultures. This helps them realise how nations rely on each other.
- It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

### Aims of Geography:

The Jersey curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - **collect, analyse and communicate** with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - **interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - **communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Teaching and Learning in Geography:**

- We use a variety of teaching and learning styles in Geography lessons. Cross-curricular links are recognised and developed through our creative curriculum approach.
- We believe in whole-class teaching methods and combine these with enquiry-based research activities.
- We encourage children to ask, as well as answer geographical questions.
- We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs.
- We enable them to use ICT in Geography lessons, where this serves to enhance their learning.
- Children take part in role-play and discussions, and present reports to the rest of the class.
- They engage in a wide variety of problem-solving activities.
- Wherever possible, we involve the children in 'real' geographical fieldwork activities, e.g. research of a local environmental problems or use of the Internet to investigate a current issue.

We aim where possible to:

- improve pupils' skills in literacy, numeracy and ICT.
- develop pupils' enquiry skills.
- promote pupils' awareness and understanding of gender, cultural and moral issues.
- develop pupils as active World citizens.

### **Coverage:**

- Geography within the Foundation Stage is covered through the learning area '*Understanding the world*'.
- Geography within KS1 and KS2 follows the revised Jersey Primary curriculum, which is based on the new Primary National Curriculum Guidelines (2014). Objectives are often incorporated within Year Groups creative curriculum approach.
- Each Year group's planning is to develop a link with a different country, school, organisation, or charity.

### **Equal opportunities:**

All pupils have equal access to the Geography curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

### **Assessment:**

- Geographical work, research and projects are marked following the school's marking policy.
- Knowledge and understanding is based on teacher assessment, taking into account submitted work, research projects and through communicating with and observing students at work.

### **Role of the Geography Coordinator:**

- Develop, implement and review an action plan for Geography at JCP
- Monitor the teaching and learning, and curriculum coverage of Geography throughout the school
- Support staff with planning to provide effective learning opportunities for all pupils
- Renew, update and complement resources needed to deliver the curriculum.

### **Review**

- This policy was written in June 2014.

- This policy was reviewed and adapted in July 2016.