

John Ruskin Primary School and Language Classes

Geography Policy

Co-ordinator: Karen Jackson

Last review: January 2013

June 1997

Reviewed: May 1999

Reviewed: October 2001

Reviewed: October 2004

Reviewed: April 2009



"Be Responsible, be fair, stay positive and care"

GEOGRAPHY POLICY

THE NATURE OF GEOGRAPHY

Geography explores the relationship between the Earth and its peoples through the study of place, space and environment. Geographers ask the questions where and what; also how and why.

The study of place seeks to describe and understand not only the location of the physical and human features of the Earth, but also the processes, systems and inter-relationships that create or influence those features.

The study of space seeks to explore the relationships between places and patterns of activity arising from the use people make of the physical settings where they live and work.

The study of the environment embraces both its physical and human dimensions. Thus it addresses the resources, sometimes scarce and fragile, that the Earth provides and on which all life depends; the impact of those resources on human activities; and the wider social, economic, political and cultural consequences of the inter-relationships between the two physical and human dimensions.

AIMS FOR GEOGRAPHICAL EDUCATION IN SCHOOLS

We believe that geographical education should:

- a) stimulate pupils' interest in their surroundings and in the variety of physical and human conditions on the Earth's surface;
- b) foster their sense of wonder at the beauty of the world around them;
- c) help them to develop an informed concern about the quality of the environment and the future of the human habitat; and
- d) highlight the similarities between cultures and respect and celebrate the differences.
- e) thereby enhance their sense of responsibility for the care of the Earth and its peoples.
- f) complement the teaching of modern foreign languages (MFL) at primary level.

TEACHING AND LEARNING APPROACHES

The variety of teaching methods will include the following:

- knowledge given by teacher
- fieldwork
- creative activities e.g. model making
- questions and answers
- individual and group enquiries
- use of television, radio, tape, video and film
- use of Information Technology
- use of books, leaflets, maps and atlases
- role play and drama.
- Literacy Hour

The programmes of study specify that pupil's work in each key stage should incorporate a strong element of enquiry. An enquiry approach may include:

- raising a question
- collecting relevant data from primary and secondary sources
- analysing and interpreting data
- presenting findings
- drawing conclusions
- evaluating the enquiry.

This approach can be thought of as a series of key questions which can be applied to places or thematic topics. Effective questioning develops attitudes of curiosity and interest, ensuring an active involvement in the learning process.

Where is this place?

What is this place like?

Why is this place as it is?

How is this place connected to other places?

What would it feel like to be in this place?

DIFFERENTIATION

Differentiation by task is where pupils working on the same section of a unit of work are given different tasks. These tasks may require different levels of support and resources. Pictorial resources may be more appropriate for some children. This type of differentiation can also involve a series of structural or stepped tasks, these are usually open-ended and children can progress through them.

Differentiation by outcome is where pupils are involved in the same task; the work they produce indicates their level of achievement .

USE OF ICT

ICT helps in understanding and analysing a variety of geographical phenomena as changes in population structure and exploring why, how and over how long these changes have occurred. Where appropriate, CD Roms can be used to support a unit of study.

Children to use the internet to enhance their research into different countries and aspects of geography. The internet will serve as a resource that provides a window on current events around the globe.

EQUAL OPPORTUNITIES

Geography is able to help educate all pupils for life in a culturally diverse society. Learning with peers whose cultural heritage is part British and part distant places brings a greater relevance to the subject. It provides the opportunity for dealing with cultural diversity within Britain and its links with other parts of the world. It helps pupils build up an informed and balanced view of the world - promoting positive images and challenging myths, stereotypes and misconceptions. We are committed to providing positive images and challenging myths, stereotypes and misconceptions. We are committed to providing related resources which reflect this philosophy. We review our resources regularly.

Geographical issues of equality can provide a context in which questions can be asked and issues raised in a rational and informed way. Geography should also be monitored to ensure equality of access for all pupils. Please refer to the School's Equal Opportunities Statement.

SPECIAL EDUCATIONAL NEEDS

Differentiation should be provided in tasks for all pupils with special learning needs. Please refer to the School's Special Educational Needs Policy.

ASSESSMENT

Assessment is regarded as an integral part of the curriculum, requiring careful planning and leading to further activities as a result of the information gained. We assess pupils informally using diagnostic, formative and summative assessment skills by observing, asking open-ended questions, listening to and looking at the work of our pupils. Teachers need to assess in order to know what pupils have learnt, monitor their progress and diagnose and identify ways of overcoming particular learning difficulties, supporting them in areas of weakness. See School Assessment Policy for details of how geography is assessed.

SAFETY POLICY - see handbook for guidelines.

RESOURCES

Necessary resources include:

- a variety of atlases
- globes of various sizes and types
- wipe off maps
- large maps
- blank outline maps
- activity packs
- resource packs
- books and folders containing activity sheets
- videos
- books
- photographs
- CD roms. Individual and site licences.
- Artefacts.

amended 19/10/04 (caa)

John Ruskin School and Language Classes- Equality Impact Assessment Form

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Geography Policy

2. Aim(s) of the policy or practice being assessed:

Enable children to gain knowledge and understanding of places in the world, the variety of natural and man made features on the earth, increase knowledge of other cultures, respect and understand what it means to be a positive citizen in a multi-cultural country

3. Type of policy or practice being assessed:

- Existing
- Proposed

4. Department and/or name of person responsible for the policy or practice:

Karen Jackson

5. Which members of our school community are affected/likely to be affected by the policy or practice?

- Pupils
- Staff
- Parents and carers
- Governors
- School volunteers
- Visitors to the school
- Wider school community
- Other – (please list) _____

Not relevant to members of our school community ⇒ **Process Ends** ⇒ equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence

6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- Performance indicators or targets
- People profiles – eg pupils, staff, governors, visitors, wider school community
- User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- Collating complaints and compliments
- Other – (please list) _____
- None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:

- children or people from different ethnic backgrounds
- disabled children or people
- boys or girls, men or women, people who identify as transgender
- people of different ages
- children or people with different religions or belief
- children or people who are heterosexual, gay or lesbian
- None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

Yes No  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

No – Go to Section 3

No – insufficient evidence to make a judgement–  Go to Section 3

Yes  - these being:

children or people from different ethnic backgrounds

disabled children or people

boys or girls, men or women, people who identify as transgender

people of different ages

children or people with different religions or belief

children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

No

Yes 

Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion
- The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions
- Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Norfolk County Council (see Equalities and Diversity Contacts on equality pages on Norfolk schools intranet page)
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Norfolk schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Louise Webster Equalities co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	September 2014
Date of next review:	September 2017
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

