



Geography Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Implementation Statement

Geography is taught as a discrete subject to find out specific locational and place knowledge of our immediate locality and the wider world. A wide variety of resources, practical and online, along with relevant fieldwork, help to embed and enhance the mapping skills and key vocabulary required, as children progress through school.

Rationale

All children will be given the opportunity to have access to the Geography National Curriculum. We will provide a high-quality geography education which will inspire in pupils, a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world, should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims and Objectives

Geography teaches an understanding of places and environments.

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;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- to enable children to know and understand environmental problems at a local, regional and global level;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- 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;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Organisation of the Curriculum

In Foundation Stage, Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. Throughout Key Stage 1 and 2, Geography is taught alongside History within discrete weekly lessons. Each year group is given a History or a Geography topic each half term which they are expected to cover. These topics are taken from the National Curriculum and are a statutory requirement. Over each Geography topic, teachers should assist children to build up Geography skills, knowledge and terminology through a range of activities that raise interest. Class teachers will plan lessons to include and develop these. Evidence should be in many forms; photographs, pictures, oral, but most importantly writing. Fieldwork is integral to good geography teaching and we include opportunities to involve children in practical geographical research and enquiry, into the local environment and give them opportunities to observe and record information around the school site and beyond.

The role of the subject co-ordinator:

Each teacher is responsible for the teaching and learning of the children in their year groups. The geography subject co-ordinator is responsible for monitoring the standard of the children's work and the curriculum coverage across the school. The geography subject leader will support colleagues in the teaching of geography, so they are informed about current developments in the subject, and provide a strategic lead and direction for the subject in the school.

Assessment and Recording:

Teachers assess children's work in geography by making professional judgements as they observe them working during lessons and through marking their written work (see Marking, Feedback & Presentation Policy). Evaluations will be made on teacher's own planning to inform future lessons, and comments in end of year reports. AREs (Age Related Expectations) have been introduced for the end of teach academic year, to record the progress that children make, by assessing them against the learning targets from the national curriculum.

Special Needs Provision: See SEND Policy

Teachers should adapt Geography lessons as necessary to meet all needs of children in the school including those with Special Educational Needs. Lessons should be appropriately differentiated so that the children can access the curriculum and progress at their own pace. Children should all have appropriate resources and tasks for their ability and age linking to their year group ARE. Children should be supported, so that they have the opportunity to acquire geography skills.

Equal Opportunities:

In each class, there will be children with a wide range of abilities and experiences. A suitable learning opportunity should be provided for all in each lesson; matching the challenge of a task to the ability of a child. This can be achieved by setting different tasks for different ability groups, providing support to children who need it and also providing resources of different complexity, depending on the ability of the child.

Health and Safety:

Children have access to resources that are appropriate for their age, needs and development. Risk assessments are required when taking children on a school fieldwork trip.

Resources

A range of resources (maps, photographs, online) should be used to develop the use of geographical skills.