

Geography Policy



*'Learning for life,
building a firm foundation'*

Reviewed:

Chair of Governors:

Headteacher:

Policy Statement

Geography is a legal entitlement for all learners and is part of the curriculum. A high-quality geography education should 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 environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. This policy should be read in conjunction with the National Curriculum and the school long term plan, which sets out what pupils in different year groups will be taught.

The aims of geography are to enable pupils to:

- 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;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- 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 and how to present their conclusions in the most appropriate way.

Each of these aims contributes to the spiritual, social, moral and cultural education of learners.

Strategies

- Geography will be integrated into the curriculum, taking into account the programmes of Study and Early Learning Goals across Key Stages 1 and 2 and Foundation Stage respectively.
- Learners will be taught using the National Curriculum Framework through topics which incorporate geographical skills and knowledge and link where possible to other areas of the curriculum, providing a cross curricular approach where appropriate.
- Learners are given opportunities to express and respond in a variety of ways including pictorially, in drama, spoken word and written word, etc.

- Where appropriate and where strong links are made then Geography will be taught alongside other subjects.
- A variety of resources, including ICT and use of local and wider environment will be used to enliven and enhance learning.
- Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Special Educational Needs (SEN)

We recognise the responsibility to provide a broad and balanced curriculum for all pupils. In geography, the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning, teachers modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. Pupils with Special Educational Needs are positively encouraged to participate in all activities and contribute to discussions. Methods of recording ideas, responses and outcomes will be differentiated according to need, enabling them to achieve.

Resources

- **Resources**
We keep the geography resources in a central store. We have a supply of geography topic books in the library area and use the internet to support the children's individual research.
- **Fieldwork**
Fieldwork is an important part of good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
At Key Stage 1 all the children should carry out an investigation into the local environment and have opportunities to observe and record information around the school site. At Key Stage 2 the children take part in a study of the local area.

Assessment

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. We use this information to plan future work. At the end of the unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the expectations stated on target tracker. We use this to inform future planning and it transfers to the next teacher at the end of the year. Parents will also receive a comment about geography on the end of year report.