Geography Policy

Rationale:

Geography provokes and answers questions about the natural and human world through field work, map work and research (using primary and secondary sources). It helps to view people, places and environment 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. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other and can inspire them to think about their own place in the world.

Expectations:

* By the end of Key Stage 1, most pupils should achieve at least the standard expected for the end of year 2.
* By the end of lower Key Stage 2, most pupils should achieve at least the standard expected for the end of year 4.
* By the end of upper Key Stage 2, most pupils should achieve at least the standard expected for year 6.

Aims:

* 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:
1. Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
2. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
3. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Entitlement and curriculum provision:

* Our scheme of work has been created using the National Curriculum and the best elements of our own, established planning.
* Pupils experience a geography unit of work over at least three terms during Key Stage 1 and over at least six terms during Key Stage 2. This ensures coverage of the whole National Curriculum for geography.
* The learning objectives intent, from the National Curriculum, are made clear to and reviewed with pupils at appropriate stages in the teaching sequence.
* Pupils study geography from different perspectives (e.g. physical, social and human) across a range of locations (local, national and world).
* Teachers use pupils’ own experiences, interests and prior learning to develop short term planning. When planning and delivering sessions, all abilities and needs will be accounted for within each class.
* Teachers will use the wider school curriculum (including RE, citizenship and PSHE) to teach and reinforce work and skills from the geography curriculum through a thematic approach.
* Pupils will take part in visits to sites of geographical interest, to develop their fieldwork skills, and will learn from visitors who will help to extend learning within units.

Assessment and recording:

The impact on pupils of the geography learning objectives, taken from the National Curriculum, is assessed using a variety of evidence such as:

* Through language involving discussion, description and explanation skills.
* Lesson observations.
* Practical applications of skills/ knowledge.
* Photographs/visual recordings.
* Written work in books or on display.
* Power points.
* Mind maps.
* Summative assessment.

In the general comments section of the annual report, there is opportunity to reflect upon the child’s achievements within geography.

Continuity and progression:

* Long term planning will be reviewed at the end of each school year. It will be adjusted to ensure coverage of all areas of geography and to avoid repetition, if necessary.
* The subject leader will monitor children and their achievements across the school.
* The subject leader will monitor the implementation of geography through discussions with teachers.

Resources:

* Resources will be kept in the classrooms and shared across a Key Stage.
* Class teachers are responsible for discussing resource needs with the subject leader.
* Within each classroom there is a globe and/or a map of the world.
* Displays, where appropriate, will ideally be interactive and will provide further information relevant to the unit of work.
* On occasion, geography homework will be set to utilise resources available to children at home e.g. researching the local environment.

Leadership and Management:

* The subject leader will continually update their knowledge of the geography curriculum (e.g. courses, reading) and will inform other members of staff of any updates or changes.
* The subject leader will support planning and team teach where required.
* The subject leader will take responsibility for maintaining and allocating the geography budget.

Reviewed by Gill May, September 2019.