

KEMBLE PRIMARY & SIDINGTON CE PRIMARY SCHOOLS



GEOGRAPHY POLICY

Member of staff responsible	Sophie Bint
Governor responsible	
Sub-Committee responsible	Performance & Standards
Date agreed with staff	4.1.16
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Sub-Committee	13.1.16
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Frequency of policy review	3 yearly
Date next review due	Jan 2019
Statutory Policy	
Review Level	

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 16	New policy

Purpose of study:

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 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:

- To provide a range of geographical experiences, both in and out of the classroom, which encourage children to build interest and enjoyment, knowledge, understanding and confidence, as well as allowing them to achieve to the maximum of their potential in the subject.
- To foster a sense of wonder and curiosity about the world in which they live and develop a sense of place.
- To develop their geographical vocabulary and a range of skills and apply them in an increasing range of situations to carry out geographical enquiry and to interpret geographical information.
- To communicate geographical information in a variety of ways.
- To become familiar with their own surroundings and extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- To develop knowledge and understanding of the human and physical processes and patterns which shape places and extend this to an appreciation of interconnections within and between different places.
- To adopt an enquiring approach to the world around them, developing in their ability to formulate appropriate questions, research, handle data and draw conclusions.
- To appreciate similarity and difference in the world around them, having empathy for the lives of others and respect for others' beliefs, attitudes and values.
- To enhance their sense of responsibility for the care of the earth and its people.
- To develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.

Planning:

Long-term planning: Our Geography scheme of work is based upon the requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term plans: are produced by individual class teachers with the support of the Geography co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

English: Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject. Children are provided with extended writing opportunities with the aim of showing consistency in writing across all subjects.

Maths: Our field work investigations develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work. Our map work develops ability to understand and use co-ordinates. It also develops understanding of compass points and provides opportunity for them to practise giving directions using a compass.

Science: There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of different topics that have an underlying scientific concept and therefore need to use their scientific understanding to allow them to develop their knowledge.

ICT: is used to enhance skills in data handling and in presenting written work. They are also able to research information through the internet and also able to look at maps relating to the topic taught in school. We also use the digital camera and Ipads for fieldwork and classroom follow up.

Assessment for Learning: -

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the *Geography* curriculum is the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in *Geography*, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to *Geography*;
- order resources and stock linked to planned units of work;
- distribute details of *Geography* workshops and resources to the relevant teachers
- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in *Geography*, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe *Geography* lessons across the school.

Resources:

Geography resources, including maps of different scales, are located in a central area. Additional topic books to support the programmes of study may be found in the library and in classrooms. These resources are continually audited and updated. Each classroom has both a world map and a globe on display. As a school we encourage the use of school visits and use of the school grounds and local area, so the children can experience and take part in essential field work studies.