



GEOGRAPHY POLICY

Geography is a foundation subject in the National Curriculum. This policy reflects the aims of our school as well as conforming to the National Curriculum 2014.

Entitlement

Through our teaching approaches we aim that every pupil will have the opportunity to access the Geography curriculum at the appropriate level.

Guiding Principles

Geography asks children questions about the natural and human worlds, encouraging them to see them from different points of view. It can help them to think about their own place in the world, their values and their rights and responsibilities to others and the environment.

Children should develop

- A knowledge of places and environments throughout the world
- An understanding of maps and photographs as resources for enquiry about geographical areas
- A range of investigative and problem solving skills, both inside and outside the classroom

Teaching Approaches

Our curriculum planning is in three phases; long, medium and short term. In the Foundation Stage, Geography is embedded in the children's understanding of the world, as an integral part of the curriculum. Cross-curricular topics are developed in line with regular themes, which are of particular areas of interest to young children. The Early Learning Goals and Development Matters form the basis for planning to ensure continuity and skills development throughout the Early Years.

In Key Stage 1 as much as possible of Geography is taught through cross-curricular topics while specific skills and knowledge are taught in focused Geography lessons and include fieldwork where appropriate.

Curriculum

The aims of the Geography curriculum are to ensure pupils:

- Develop contextual knowledge of the location of globally significant places.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length.

Foundation Stage

A Unique Child: observing what a child is learning (30-50 months/ 40-60+ months)

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.

Key Stage 1

Pupils should be taught about:

- Locational knowledge, including that of the world's seven continents and five oceans and the name, location and identity features of the four countries, oceans/seas and capital cities of the UK.
- Place knowledge, including geographical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country.
- Human and physical geography, including weather patterns in the UK, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, as well as basic geographical vocabulary.
- Geographical skills and fieldwork, including maps, atlases and globes to identify the UK and the countries, continents and oceans. Compass directions, the use of aerial photographs to devise a basic map with symbols and simple fieldwork and observational skills to study their local geography.

Differentiation

Differentiation can be outcome orientated or task oriented. A variety of teaching methods are used, including whole class teaching, group and individual, visitor's input, fieldwork, where appropriate the use of ICT and the use of Talk for Learning.

Resources

There are a variety of resources available, which are kept in a shared area. These can be used by all teachers and are being updated and built up to enhance and reinforce the curriculum when funds are available.

Equal opportunities

In Geography all children will be expected to work and achieve to the best of their individual potential regardless of gender, race or disability.

Personal, Social and Health Education

Children learn the effects of individual actions upon the world community.

Parental Involvement

Parents are encouraged to become involved with the Geography curriculum by helping to supervise trips and to support their child's learning at home with any related homework.

Assessment

For the year 2014 – 2015 Geography is no longer assessed in levels. We are currently seeking advice in line with other Foundation subjects for our next steps forward.

Monitoring and Evaluation

The monitoring of Geography will include consultation with staff, pupils and parents. The results of which will then be used to inform future planning, practice and overall subject development. The achievement of the objectives and desired outcomes of this policy will be monitored and evaluated by the Head Teacher, Senior Leadership Team and School Council.

Written May 2015

Next review May 2016