

GEOGRAPHY POLICY

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Our aims for Geography are to encourage our pupils to:-

- 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:
 - 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

Implementation

Geography is taught throughout the school in accordance with the requirements of the National Curriculum. In both Key Stages the children are taught as individuals, as small groups and as a class depending on the needs of the pupils and the requirements of the topic.

Where and when appropriate technology e.g. computers, Ipads, digital mapping programmes (such as Google Earth), videos, online immersive tools and Interactive Whiteboards will be used as learning tools to complement and enhance more traditional methods when teaching this subject.

All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature.

The Guidance for arranging School Visits, including risk assessments to ensure the health and safety of all involved, must be observed when field trips are taking place.

Role of the Geography Leader

The leader advises the head teacher and staff on the development of Geography and undertakes the following:

- Highlights areas for the development of Geography within Action Plans and the School Development Plan
- Co-ordinates the purchase and maintenance of resources
- Disseminates relevant information to all members of staff
- Keeps up to date with developments and new technologies
- Ensures that this policy is successfully implemented throughout the school
- Reviews and update the policy periodically
- Monitors, evaluates and reviews teaching and learning in Geography

Special needs

Support for children requiring extra help is given by the class teacher within the class situation. Advice may be sought from the leader or the SENCO as necessary.

Gifted and Talented

It is recognised that children may have a particular gift in the area of Geography. Each class teacher will provide such children with the opportunities to develop their skills. They are encouraged to investigate and research in greater depth and to share their expertise with others. Class teachers will put children forward for opportunities which may appear within our area to support children further.

Assessment and reporting

Geography is assessed through a process of continual teacher assessment. (See Assessment Policy for more details). Children's attainment is reported annually via the end of year report.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy and the learning scheme and with the guidance of the leader. Every teacher is provided with opportunities for staff development and training in connection with this subject area

Monitoring, Evaluating and Reporting

This policy is reviewed annually by the leader. The standard of children's work is also monitored and once a year reports are made to staff and governors. Examples of successful work are displayed and photographs also provide evidence. Direct observations of the teaching and learning in this subject are made according to a rolling programme of classroom observations. This results in an action plan addressing points of concern.