



Geography Policy

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This document is a statement of the aims and strategies for the teaching and learning of Geography at Haydon Wick School.

Geography teaches an understanding of places and environment. Through their work in geography children learn about their local area and compare their life with that in other regions of the UK and in the rest of the world. Through their growing knowledge and understanding of human geography children gain an appreciation of life in other cultures. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of looking after our world for the future.

Aims

To implement and ensure coverage of Key Stage 1 and Key Stage 2 of the Geography National Curriculum (2014)

To ensure that all pupils:

- 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.

Teaching and learning

Objectives of Curriculum

- Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2.
- Both key stages will focus on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

In **Key Stage 1** these focus areas can be taught in the following teaching units

- Our school within its locality

- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United Kingdom
- The World

In **Key Stage 2** these focus areas can be taught in the following teaching units

- The local area study
- A region of the United Kingdom
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world

Geography will be taught as a class or group activity usually by the children's own teacher.

Where appropriate we teach geography in a cross curricular approach, for example;

ICT- children use ICT in geography to enhance their skills in data handling and presenting written work. They research information through the internet. Teachers use their interactive whiteboards to enhance their teaching in geography lessons.

English- geography teaching promotes the skills of reading, writing speaking and listening. For example in key stage 1 books are widely used in literacy lessons to develop children's knowledge of other countries and cultures. At key stage 2 children debate and discuss the lives of people in other countries developing their speaking and listening skills.

Maths- we teach children how to represent objects with maps. They learn how to use four and six grid references. They use graphs to explore, analyse and illustrate a variety of data.

Our medium term planning is on a two year rotation cycle as we have mixed age classes. In this way we ensure that children have complete coverage of the national curriculum but do not repeat topics. However, there may be occasions when it will be necessary to use a subject led mini topic for some aspects of the geography curriculum.

(Topic Cycle attached at the end of this policy)

Fieldwork

We encourage fieldwork as it is integral to good geography teaching, using relevant real life, outdoor experiences wherever possible. We use the school grounds and our locality. In year 6 we give the children the opportunity to experience a residential visit in a rural setting which includes map work and orienteering activities.

Resources

We are continually reviewing our resources in school to make sure we are able to teach geography successfully. We keep these resources in a central area, where there is a labelled box of equipment for each topic area. We have a variety of atlas and teacher resources books to aid the teaching of geography skills.

Resources from The Swindon Learning Centre are ordered by class teachers to complement school resource.

Assessment

Children will be assessed by teachers throughout the Key Stages.

We assess the children's work in geography by making informal judgements as we observe children during lessons.

The geography subject leader keeps some samples of children's work and selected pieces of work of different abilities are looked at.

Class teachers keep the children's geography work in their cross curricular topic folders.

Parents will be kept informed of the geographical studies at parents evenings and on the annual report.

Special Needs

We teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced curriculum to all children.

Those children who are recognised as having special educational needs will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

Equal Opportunity

Equal opportunity will be extended to all pupils.

Health and Safety

We recognise the importance of close supervision of the children during activities undertaken outside the classroom. Risk assessments are completed before trips and visits. We invite parents and educational support assistants to help the class teacher ensure the safety of the children on such occasions.

Monitoring and Review

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes made locally and nationally.

The geography subject leader is responsible for monitoring the standard of children's work in geography. He/she is responsible for supporting colleagues in the teaching of geography.

There is an annual action plan given to the head teacher, which informs the school development plan and budgeting requests. Strengths and weaknesses in the subject are identified and areas for future improvement are identified through twice yearly curriculum monitoring sessions by the co-ordinator.

