

DREW PRIMARY SCHOOL

Geography Policy



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on

Signed Headteacher:

Signed Chair of Governors:

Name of Policy: Geography

Date: 12th January 2015

Agreed at Policy Committee Meeting on: January 2015

Signed Head teacher: January 2015

Signed Chair of Governors January 2015

History of Policy

Date	Notes
December 2014	Policy written by Scott Chamberlain
January 2015	Policy reviewed by governors

Geography Policy

This policy was written in December 2014 and consultation was carried out with staff, pupils, parents and governors. It will be reviewed in December 2016.

School Background Information

1.1	Type of school	Primary
1.2	Member of Healthy School Scheme	Yes
1.3	Average no. on roll	430
1.4	No. of classes in year	2
1.5	Ethnic breakdown	Asian Black British/ Caribbean/ African Mixed White British White Eastern European White Other

KEY CONTACTS

Geography Co-ordinator: Scott Chamberlain

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- Staff handbook / Induction materials
- Governor handbook / Induction Materials
- Pupil documentation

INTRODUCTION

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 AND OBJECTIVES

The new national curriculum for geography aims 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:
 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.

REFERENCES

The above aims are consistent with our schools philosophy and take account of the National Curriculum. The school's scheme of work, based on **The Learning Challenge Curriculum (LCC) units**, ensures continuity and progression across the key stages as well as breadth of study to ensure all Programmes of Study are taught through a creative cross-curricular approach.

PLANNING

Planning is the responsibility of the class teacher together with help from the Geography Leader. Planning is used to:

- Set clear achievable goals;
- Ensure work is matched to pupils' abilities, experiences and interests;
- Ensure progression, continuity and subject coverage throughout the school;
- Provide criteria for assessment and evaluation of teaching and learning.

PROCEDURE

Geography forms part of our cross-curricular approach at Drew. This ensures that viable links with other subjects are planned for and capitalised upon e.g. linking a science project on evaporation to research about the water cycle in Geography. There is also a strong emphasis on incorporating outside learning opportunities to enrich the curriculum.

CURRICULUM GUIDANCE

Geographical Knowledge, Skills and Understanding are divided into four main categories:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and field work

ASSESSMENT

Currently we use teacher assessment. We are investigating a range of assessment formats.

RESOURCES

Geography resources are stored centrally and clearly labelled. Resources should be checked and returned to the resource room at the end of the unit. Because visits to places of geographical interest are considered an essential part of effective learning, possible trips have been advised by the Geography leader for a range of topics. These trips are expected to be planned and carried out by class teacher's and evaluated as to their effectiveness in enhancing the learning of children.

EQUAL OPPORTUNITIES

All children have the same access to Geography activities regardless of their ability, gender, race or cultural background. It is the responsibility of both the class teacher and the Geography Leader to challenge stereotypical views and attitudes through a range of resources and developing children's awareness. Pupils should be given the opportunities to see a diversity of human experience and understand themselves as individuals and as members of society.

Work is appropriately differentiated in order to promote children's learning and ensure equality of access to the curriculum through:

- Tasks
- Teaching methods
- Outcomes
- Resources

This differentiation will ensure that activities are tailored to children's needs from supporting those with SEN through to challenging those identified as Gifted and Talented.

In fieldwork all pupils will participate fully. In special circumstances consultation with parents may be needed to ensure that appropriate arrangements are made so that no child is denied access to first hand experience.

HOMEWORK

Should be issued in accordance with the homework policy.