

Geography Policy

Geography is an excellent vehicle for developing and enhancing children's experiences of their immediate surroundings while broadening their horizons to wider world. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at Snape Wood Primary School.

Statement of intent

We aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Teaching in Learning in Geography

Foundation Stage

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the early year's curriculum as children needing to:

observe, find out about, and identify features in the place they live and the natural world; find out about their environment, and talk about those features they like and dislike.

KS1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

KS2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire

the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including geography, science and computing.

Assessment

Pupils' knowledge and understanding of the primary Geography curriculum will be assessed according to the provisions outlined in our Assessment Policy.

Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means based on evidence collection.

Quizzes undertaken after the unit is taught and throughout the year will help to inform what knowledge has been learnt long-term.

Equal Opportunities

At Snape Wood Primary School we are committed to providing a teaching and learning environment that allows all children to thrive and reach their potential. All teachers provide suitable learning opportunities for children, recognising that many children have individual needs and ensuring these needs are catered for in Geography lessons. This includes providing adult support and appropriate equipment and materials to enable all children to access the Geography curriculum. Teachers are aware of children who have a particular talent and interest in Geography and aim to provide additional challenges for these children where appropriate.

Role of the Subject Leader

- Secure and maintain Geography resources, and advise staff resources if need be.
- Offer help and support to all members of staff in their planning, teaching and assessment of geography.
- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary geography curriculum.
- Keep up-to-date with new developments in geography and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Monitor the provision of geography across school.
- Attend appropriate in-service training.

Monitoring the Effectiveness of the policy

This policy will be reviewed every three years. The effectiveness of this policy will be reviewed by the subject lead, the Headteacher and the nominated governor and necessary recommendations for improvement will be made to the Governors.