



“Always try your best to be your best”.

A Statement of Policy for the Geography Curriculum

The purpose of this document

This policy reflects the school's values and philosophy in relation to the teaching and learning of Geography. The policy should be read in conjunction with the teaching and learning and assessment and feedback policies. This document is intended to be used by all teaching staff and school governors; and copies are available for parents from the head teacher and the school website.

Rationale

Geography teaching in the primary school is about developing an understanding of our world, primarily through experience, investigation, and learning from secondary sources. Therefore, the school adopts a varied approach to the teaching of geography and includes residential visits, day visits within and outside the locality, the use of ICT, videos, photo-packs and visitors in to school.

Teaching and Learning

Foundation Stage:

In the foundation stage, children learn about the world around them through independent or supported play in addition to adult led focus activities/carpet sessions when relevant. The specific area of the EYFS curriculum, Understanding the World, is separated into three areas; People and Communities, The World and Technology. These areas encourage children to examine the similarities and differences in their environment and also the people around them. In the EYFS, children are beginning to develop their enquiry skills and are encouraged to question and assess environmental features. These skills prepare children for the study of Geography in Key Stage One.

Key Stage 1 & Key Stage 2:

Opportunities to develop geographical skills and knowledge are utilised at every opportunity through cross-curricular links and creative topic approaches to teaching and learning. Curriculum topics ensure full and thorough coverage of the National Curriculum objectives as well as progression in the development of geographical skills and knowledge across the Key Stages. These topics are; People Who Help us, Traditional Tales and Rhymes and Seasides (year 1), Who Lives in a Place Like This?, Survival Adventure and Nature Detectives (Year 2), Rock 'n' Roll, Holidays, Feasts, Battles, Discoveries and Around the World in 80 Days (Years 3 & 4), War of the Worlds, Read All About It, Hidden Treasures, Culture Vultures and Revolution/Evolution (Years 5 & 6).

Resources

A range of resources are utilised to support the development of geographical skills and knowledge; including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Resources are shared between classes and can be freely accessed when required. Children also have weekly access to the ICT suite, where they can access geographical tools and resources such as Google Maps.

Aims of Geography

It is our aim to enable every child to reach their full potential and to ensure that teaching allows children to:

1. Develop their 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.



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2. 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.
3. Develop their geographical and enquiry skills through the completion of fieldwork and collection/analysis of data they have collected. Children will also interpret a range of sources of geographical information.

The Role of the Geography Co-Ordinator

- To monitor planning; ensuring that all National Curriculum Objectives are covered and there is progression in the development of geographical skills and knowledge across the Key Stages.
- To be aware of national developments in the curriculum and teaching of geography.
- To support other staff members in teaching geographical skills; providing CPD opportunities when relevant.

Equal Opportunities and Special Needs

All pupils have equal opportunity to reach their full potential across the Geography Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Wherever practicable, provision will be made for pupils with special educational needs, where this affects their ability to participate and achieve in a Geography lesson.

Reviewed Dec 14