

RAMSEY MANOR LOWER SCHOOL

GEOGRAPHY POLICY

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

RATIONALE

At Ramsey Manor Lower School we believe that the teaching of Geography is vital in developing children's understanding of the world in which they live. Learning about maps, places and different environments will help to give children a sense of their own place and differences in the world, thus teaching them to value it and feel a sense of responsibility towards it.

AIMS

At Ramsey Manor Lower School we aim to stimulate pupils' interest in the world around them, develop children's understanding of issues concerning the environment, and encourage children to enquire into the human and natural world.

Children will be given varied opportunities to consolidate and reinforce taught Geography skills across the whole curriculum through our broad and balanced 'Creative Curriculum' approach.

CURRICULUM PLANNING

The Geography Curriculum is planned and taught using the National Curriculum programmes of study, except in the Early Years Foundation Stage, where History is taught using the Early Years Foundation Stage Curriculum. Wherever possible links will be made through our 'Creative Curriculum' approach to teaching and learning. Pupil provision is related to attainment, not age.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Geography according to their individual abilities. Gifted and more able children will be identified and suitable learning challenges provided (as detailed in our Gifted and Talented policy). SEN children will be supported appropriately (as detailed in our SEN policy).

IMPLEMENTATION

We use a variety of teaching and learning styles in Geography, both indoors and outdoors. During our weekly lessons we encourage children to ask as well as answer questions. They have the opportunity to use a wide range of resources including new technologies. Whole class teaching is followed up with work in groups, with partners or individually to complete tasks they have learned or are developing. Wherever possible teachers provide equal access to the Geography curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able.

We provide the children with a variety of experiences relevant to their age and the level of understanding. These experiences include:

- the use of enquiry skills to investigate human and physical features
- the use of maps, atlases and other resources
- practical work e.g. model making, drawing
- the children's own experiences

CURRICULUM LINKS

Our 'Creative Curriculum' approach allows us to teach and apply the skills of enquiry and investigation across all subjects. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Geography lessons to other areas of the curriculum.

ICT

Opportunities to use ICT to support teaching and learning in Geography will be planned for and used as appropriate.

ASSESSMENT, RECORDING AND REPORTING

The principles of AFL underpin our methods for formal and informal assessment. Effective assessment will be achieved by:

- marking of written work and formal assessment tasks
- teacher observation whilst children are engaged in a practical activity, to assess whether particular skills are being used
- on-the-spot comments by the teacher to a group or individual, to extend, limit or change direction of the given task

- pupils are to be given the opportunity to assess their own work, and the work of their peers. e.g. Thumbs up, traffic light system
- discussions with the child, group or class. Plenary time is an ideal way of doing this
- teachers will make notes to identify children who exceed or do not meet objectives

Formal and informal meetings are held with parents/carers throughout the year to discuss progress.

LINKS TO OTHER POLICIES AND DOCUMENTS

This policy also needs to be read in conjunction with the other school policies, particularly including:

- Teaching and Learning Policy
- Assessment Policy
- Special Educational Needs Policy
- Gifted and Talented Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Marking Policy
- Homework Policy
- All curriculum policies