



Geography Policy

Our mission is to inspire, nurture and challenge every learner to achieve their full potential.

Introduction

The teaching of Geography allows children to develop skills and acquire knowledge relating to the local area, the physical environment and the wider international community, as well as understand the larger issues which affect the world in which we live. It encourages a cultural understanding and a responsible attitude to the earth and its resources.

Aims

Through our teaching of geography we aim to:

- Stimulate pupils' interest in and curiosity about their surroundings.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems.
- Develop pupils' competence in specific geographical skills.
- Foster a sense of responsibility for the earth and its resources.

Through Geography we can also:

- Improve pupils' skills in other subjects due to a cross curricular approach to planning.
- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

Principles of Practice

- Geography is a foundation subject and may be taught through topic work, discretely or form part of an English lesson where a skill is being taught through a Geography context. (Topics are chosen from The Cornerstones Topic Themes for each class on a two yearly cycle and can be closely linked to other curriculum areas.)
- Geography lessons are planned to ensure progress for every child. Every child experiences 'challenge' within Geography lessons to develop key skills in this subject. A range of resources are used to support the teaching of Geography including:
 - ICT Resources
 - Visual / auditory resources (e.g. video / sound clips.)
 - Models / physical resources.
 - Age appropriate atlases.
 - Maps / Globes / flags.
 - Artefacts from specific countries.
- Geography topics give children the opportunity to:
 - Study geographical themes e.g. weather, water
 - Acquire mapping skills linked to age and ability
 - Investigate through first hand experiences e.g. visit, residential trips, using school grounds and investigating Trowbridge town.
 - Make observations about the effect of 'man' on the local environment (Trowbridge) and countries further afield.
 - Use geographical vocabulary.
- Geography lessons include a 'What? Why? How?' that focuses on Geography skills.
- Opportunities are provided for children to take part in fieldwork and communicate their findings. Geographical work is recognised and displayed.
- Cross curricular links are made when appropriate.

Learning and Teaching

- Teaching and learning in Geography must ensure that all learning styles of the children are met (auditory, visual, kinaesthetic) through a wide range of learning opportunities. Geography is recorded through photographic evidence, drawings, written work, maps, diagrams or simple graphs.
- Planned activities give children the opportunity to work independently, in pairs and small groups.

Teachers (and where appropriate, HLTAS) will –

- Strive to provide inspiring, engaging Geographical experiences. The teacher's role is therefore varied – someone who observes, facilitates, supports, provides a critical audience, models and scaffolds.
- Demonstrate high levels of Geographical knowledge about the topic being taught.
- Have a clear understanding of the objectives being taught, openly sharing these with the pupils.
- Plan for well-paced lessons, which drive learning forward and ensure pupils make progress within lessons.
- Pass on their optimism and high expectations for success to the pupils.
- Appropriately use a range of teaching strategies, (including direction, demonstration, modelling, scaffolding, explanation, targeted questioning, initiating and guiding exploration, discussing and challenging ideas generated by the pupils).

HLTAS/Teaching assistants/ other adults will –

- Demonstrate competent Geography skills
- Play an active role during whole class sessions, supporting the learning objective
- Support the teacher in the plenary of whole class sessions

Planning

We use the National Curriculum and Early Years Foundation Stage guidance (EYFS) as the basis for implementing the statutory requirements of the programme for Geography. Skills sheets from the Cornerstones themes are used to inform planning to ensure that key concepts are being covered in each year to allow pupils to make progress from Y1 – Y6 and the Development Matters document is used in EYFS. Wherever possible, pupils should be involved in the planning and evaluation processes as part of our pupil inspired curriculum approach.

Organisation

Geography is a foundation subject and is taught mainly through the class topic, but some skills are taught discreetly if they do not link with one of the themes. Some topics during the academic year will allow Geography to be taught more in depth than others. The main features of a topic lesson linked to Geography include whole class teaching, independent or group activity and a plenary (a lesson review where children reflect in the learning that has taken place.)

In foundation stage geography falls within the area of learning called “Understanding the World: The World” in the EYFS profile.

Special Educational Needs

All pupils have full access to Geography lessons.

In class, the teacher will set differentiated tasks to support less able, and extend the more able.

All pupils will be taught so that they remain in the zone of challenge. Questions which stretch and extend thinking will be used.

Equal opportunities

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Assessment and Recording

Assessment in Geography is an on-going process based on the Cornerstones Skills taught that term. At the end of each term the teacher assesses whether each pupil has achieved, not achieved or exceeded expectations in the skills progression. We use this as a basis for planning further topics throughout the academic year.

Monitoring and Evaluation

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The Geography subject leader also supports colleagues in the teaching of Geography, is informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.

Conclusion

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.