



GEOGRAPHY POLICY

Document Status	
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Approval Body	Governing Body

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

VISION

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.

Through learning and teaching Geography, we will:

- improve children's skills in English, Mathematics and Computing,
- develop children's thinking skills,
- promote children's awareness and understanding of gender, cultural, spiritual and moral issues,
- encourage children to become active citizens.

INTENT

Our intent is to:

- Stimulate children's interest in and curiosity about their surroundings,
- Increase their knowledge and understanding of the changing world,
- Encourage children to ask appropriate questions, develop research skills and evaluate material to inform opinions,
- Help children develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry,
- Enable children to recognise and understand issues concerning the environment and sustainable development,
- Foster interest and enjoyment of geographical experiences and build confidence and understanding.

TEACHING AND LEARNING

The National Curriculum (2014) outlines the expectation that all children will:

- 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,
- be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS),
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Planning

At Greenleas School, subject specific lessons are taught to ensure that children have exposure to the necessary skills and knowledge to meet the expectations of the National Curriculum. Long term plans have been developed to sequence the learning from Early Years through to the end of Year 4 planning ensuring progression of knowledge and skills which builds on children's prior learning.

Knowledge organisers have been created by subject leaders to ensure units of learning cover the necessary learning objectives, learning opportunities and subject specific vocabulary. These are taken from the long term plans and are used as medium term plans.

Class teachers then expand on the knowledge organisers (medium term plans) to create short term plans for each lesson.

Geographical enquiry and skills are developed from Early Years. Attitudes of curiosity, general and critical observation are encouraged at all stages. As children progress through the school, we aim to increase the pace and independence of learning; expect more precise measurement and vocabulary; and refinement of mapping skills. The scale of study is increased to include the wider vicinity of the school, contrasting localities and some understanding of the European Union and the wider world.

In Key Stage 1 children develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage 2 children extend their knowledge and understanding beyond the local area. This includes the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children are taught:

- Locational knowledge,
- Place knowledge,
- Human and physical geography,
- Geographical skills and field work,
- Map-making,
- Enquiry and investigation,
- Following directions and map reading.

Resources

A wide collection of artefacts, internet resources, reference and activity books are available for all year groups to access. Outdoor spaces are used to enrich children's experience and understanding of Geography. We also encourage a wide range of visitors to school who help to make Geography more meaningful.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessments are used to inform planning and complete the evaluation cycle. It is the responsibility of the class teacher to assess all children in their class and lessons are structured with opportunities for Assessment for Learning throughout. This enables teachers to evaluate what has been learned, review success criteria and address misconceptions. Alongside the formative assessments, children complete 'cold tasks' at the start of each unit which aid teachers with their planning to identify gaps in pupils knowledge of the unit and also strengths which can be built on and developed further. At the end of each unit the children carry out the same task again, this time as a 'hot task' which highlights the progression of children and also where individuals/groups still have misconceptions. These gaps in learning are then targeted and recapped through retrieval questions at the start of each Geography lesson.

REPORTING

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms, and also twice a year through a written report.

MONITORING AND EVALUATION

Geography subject leaders will:

- conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage,
- monitor whole school planning (short, medium and long term),
- collect evidence of good practice (e.g. photographs, displays, written work),
- support teachers e.g. co-planning, team teaching, observations and feedback,
- review resource provision,
- evaluate implementation of the Geography policy throughout school.

ADDITIONAL NEEDS

The SENDCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans and Provision Maps are specified in teachers' planning