



GEOGRAPHY POLICY

Aims:

To develop Geographical skills, knowledge and understanding and use these in the wider aspects of learning, by using a range of teaching and learning methods appropriate to the individual needs of the children.

To develop lively enquiring minds and build on their natural curiosity, through a broad range of interactive geographical research and investigations.

To encourage a sense of responsibility and a positive attitude to caring for the world, through helping our children to gain a detailed knowledge and understanding of their own surroundings and its people.

To enable children to develop a sense of identity, through learning about the range and variety of places in the local region, nationally and abroad.

To enable children to consider a range of environmental, social and cultural issues.

Objectives:

Learning

We will provide opportunities for learning based on guidance from the Foundation Stage Curriculum, National Curriculum and QCA documents which include:

First hand experiences where children are actively involved and enabled to understand more through direct exploration. These can be either teacher-directed or child-led and can take place inside or outside the classroom environment - for example exploring classrooms using plans, exploring our school and the surrounding area using maps, sensory trails, keys and symbols and grid references as appropriate.

Developing personal research by using methods of enquiry and questioning skills which enable individual children to develop a sense of personal achievement.

Providing access to a range of high quality resources.

Teaching

Geography will be taught by whole class teaching and group work. Teachers and teaching assistants will work with, and support groups, helping to develop children's thoughts through open ended questioning and differentiated activities. Teaching will be based around year group projects with learning objectives drawn from the Early Years Foundation Stage and National Curriculum documents.

Geography will be taught through:
Enquiry and investigation.
Environmental issues.
Fieldwork, visits and visitors.
Use of secondary sources.
Mapping skills.

To enable practice and consolidation, individual topics will be revisited at appropriate intervals. Teaching may include organised residential and local day trips to develop Geographical knowledge.

Assessment, Recording and Reporting

Assessment will be an on going process of:
Observation.
Questioning and discussion.
Co-ordinator looking at evidence termly.
Formative assessment.
Summative assessment.
Relating activities and outcomes to agreed criteria.

Recording will take on different forms, such as in the form of pictures, written work, photographs, ICT and observations.

Reporting will take place through twice yearly consultation and annual written reports to parents. Information will also be passed on to the next class teacher.

Planning

Geography is planned within the whole school planning cycle to ensure progression and continuity. Basic Geographical principles and skills are introduced in the Nursery through exploring their immediate surroundings within the school environment and supported by the guidelines offered by the framework of the Early Learning Goals. These are developed as appropriate throughout the Reception year and extended throughout Key Stage One and Two with National Curriculum Guidelines. Cross curricular links will be recognised as appropriate in order to develop all opportunities for Geographical appreciation and understanding. Teaching may include organised residential and local day trips to develop Geographical knowledge.

Organisation

The teaching of Geography will help to develop enquiring minds and to start to develop our children as independent investigators. The teaching activities that take place will be differentiated to match the needs of different ability groups or individuals within the class. This will include G&T and SEN groups/individuals. In every lesson which involves a potential risk an appropriate risk assessment will be undertaken in accordance with Health and Safety Guidelines. Geography will be taught as blocked units and topics as appropriate.

Management and Co-ordination

The Geography co-ordinator is available to:

Advise staff on suitable equipment, current developments within the subject and published materials.

Introduce and demonstrate good practice and new resources.

Provide feedback on any courses attended and run workshops for staff as appropriate.

Be aware of assessment opportunities in Geography and assist in the collection of evidence throughout the school.

Observe Geography teaching throughout the school and monitor planning as appropriate.

Resources

Geography resources are readily available to staff and accessible to the children. Books on Geographical topics are readily available in the school library. Other books and resources are kept within the relevant classrooms. Further resources are stored in the Science / History / Geography cupboard at present located at the back of the staffroom.

It is the role of the co-ordinator to be responsible for the annual Geography budget and for buying and replacing resources each year.

Presentation

Children will present their work verbally, pictorially and in written formats as appropriate to the topic and the individual children's ability. There will also be teacher presentations, demonstrations of practical work, problem solving and interactive classroom display.

Cross-Curricular Links

We aim to integrate Geography within the whole curriculum since it draws naturally from and contributes towards a range of other curricular areas.

Provision for Children with Special Educational Needs

The Geography Curriculum will be adapted and modified as necessary for individual children with special educational needs. (see SEN Policy)

11. Provision for the Gifted & Talented children

The Geography curriculum will be extended to meet the needs of the Gifted & Talented children (see G&T policy).