



Primary Geography Policy

Rationale

A high quality geography education should inspire in children 'a curiosity and fascination about the world and its people that should remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people and resources and natural and physical environments, together with a deep understanding of the Earth's key physical and human processes.'

(Geography national curriculum 2014)

Purposes

Children should:-

- Develop a knowledge and understanding of place.
- Stimulate an interest in their own surroundings through learning about their own locality.
- Extend their interest, knowledge and understanding of the world around them by contrasting localities.

- Understand similarities and differences in the world around them in relation to physical and human characteristics. In turn this should support them in understanding and respecting peoples differing 'ways of being' and living across the world.
- Develop the geography skills, understanding and vocabulary necessary to carry out geographical enquiry.

- Recognise and understand issues concerning the environment.

Guidelines

Geography will be developed through:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork.

Geography enquiry inside and outside the classroom is carried out through questioning, use of geographical skills and resources such as maps,

photographs, artefacts and ICT. Geography is taught in discrete lessons but is linked to other curriculum areas where appropriate. It is taught over three half terms in the autumn, spring and summer.

Planning

Geography is a foundation subject in the National Curriculum. Our schools use the borough scheme of work as the basis for its curriculum planning in Geography

We carry out the curriculum planning in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term, in each key stage. The Geography co-ordinator works this out in conjunction with teaching colleagues in each year group.

Our medium term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily plan for each Geography lesson. These list the specific learning objectives for each lesson and detail on how the lessons are to be taught.

We plan the activities in Geography so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

EYFS

In the Early years foundation stage, Geography is covered in the area of 'Understanding the world'. It is taught as part of a cross curricular topic and is planned for in long, medium and short term plans.

Teaching Geography to children with special educational needs

To enable maximum access to the Geography curriculum, it is vital to be taught in ways appropriate to the children's abilities, thus meeting the needs of all pupils. Lessons need to be differentiated in order to allow all pupils to progress and achieve according to their ability. This should be reflected in the lesson planning by making provisions for the more able, children with SEN and EAL.

Assessment and Recording

At Eastbury Community School, topic assessment tasks are carried out to monitor progress and achievement. Assessment for Geography is based on teacher judgements on classroom work and meeting learning objectives. The assessment of pupils' work should:

- Enable pupils to reflect and recognise achievement
- Help plan for progression, continuity and target setting for pupils as well as inform future planning
- Identify areas for further development
- Evaluate the effectiveness of teaching and learning

Resources

Resources are chosen to promote effective Geography teaching and learning. Each year group will have their own resources for their topics and will have access to:

- Globes
- World Maps
- Atlases
- Photo packs
- CD ROM and DVD packs
- Internet
- Espresso

Health and Safety

The general teaching requirement for health and safety applies in this subject.

Monitoring and Review

The monitoring of the standards of children's work, and of the quality of teaching, is the responsibility of the Geography coordinator. The work of the coordinator also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in our school.

The Geography coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Geography teaching across the school.

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