



Geography Policy-Led by Miss E Williams

Introduction

At Howley Grange we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to efficiently use maps, globes, atlases, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

Aims

Lessons are planned to enable children to develop the required knowledge and skills within each subject, children then receive opportunities to deepen their understanding by applying their learning across the curriculum, through our themed approach. This knowledge is built upon as children continue their geographical learning journey through school.

In line with the National Curriculum:

The aims of geography in our school are to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- make sense of their own surroundings through learning about their own locality and the interaction between people and the environment
- understand the processes that give rise to key physical and human geographical features of the world
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions
- are 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 and aerial photographs
- communicate geographical information in a variety of ways, including through maps and writing at length.

Curriculum Planning

Our curriculum is delivered using the themed approach of a creative curriculum, however, geography is taught as a subject in its own right, offering specific knowledge, skills and concepts. Planning meets the needs of all learners through differentiated tasks, varied teaching and learning styles, use of a variety of resources and also through fieldwork. Planning is based upon key learning objectives for each term which directly relate to the National Curriculum programmes of study.

Teaching and Learning

Geography at Key Stage 1, increases children's knowledge of their local area and the wider world beyond (including continents, countries and capital cities of the UK as well as the 5 oceans). Their geographical enquiries inside and outside the classroom encourage them to ask questions about people, places and environments, including weather and seasonal changes. Introduces basic geographical vocabulary linked to both human and physical features of geography.

In our Geography teaching at Key Stage 2, we build upon the children's previous geographical knowledge as well as studying Europe and the Americas. Children will identify human, physical and topographical geographical features before comparing similarities and differences. Children will, where possible, use fieldwork to observe, measure, record and present human and physical features using a range of methods.

Assessment and Recording

Children's work in geography is assessed by making informal judgements of children during lessons and when marking or verbally commenting on children's pieces of work (in line with our school feedback and marking policy). Termly attainment grades, in relation to age related expectation, are recorded and reported to parents through termly reports. Photographic evidence of trips and fieldwork is obtained and stored on the school's computer system and shared appropriately (e.g. in assemblies/on displays in school) if relevant to do so.

Resources

We have sufficient resources in our school to be able to teach all aspects of geography. We keep a collection of geography equipment, stored centrally, which the children use to gather weather data and we have a set of atlases for both key stages. In school (located in appropriately matched classrooms) we have a good supply of geography based topic books and a range of educational software to support the children's individual research.

Fieldwork is integral to geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Role of Subject Leader

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in the subjects.

The geography subject leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year of the school.

The subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Reviewed October 2019

Emily Williams

Date of next Review October 2021