



Geography Policy

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Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography in The Acorn Federation.

Definition

“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 framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

National Curriculum 2014

Aims

We follow the National Curriculum for Geography. Its aims are:

- To stimulate children’s interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people’s experiences and knowledge.

EYFS

Geographical Skills in the Early Years are planned through the objectives within the EYFS, in particular guiding pupils to make sense of their world, through opportunities to explore, observe, and find out about people, places, technology, and the environment; noticing, and having time to recreate, simple patterns and processes in the world around them as they do so.

Key Stage 1

Pupils are taught, -

- Locational knowledge, e.g. naming the 7 continents and 5 oceans
- Place knowledge, e.g. geographical similarities and differences between parts of the United Kingdom, and parts of a contrasting non-European country
- Human and physical Geography e.g. weather patterns
- Geographical skills and fieldwork e.g. using maps and compass directions

Key Stage 2

Pupils are taught

- Locational knowledge, e.g. locating the world's countries
- Place knowledge, e.g. understanding geographical similarities and differences through the study of human and physical Geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Human and physical Geography e.g. describing and understanding key aspects of physical and human geography
- Geographical skills and fieldwork e.g. using maps, using 8 points of a compass, using grid references.

Planning

We use the 2014 Curriculum as the basis for all our planning. The Garden Class follows a 2-year cycle of topics and the Meadow Class a 4-year cycle. Our Geography Progression document identifies the knowledge outcomes expected for each year group across the 3- or 4-year cycle and ensures coverage of the curriculum. The Subject Leader follows this document when planning each unit. Short-term lesson plans identify learning objectives and success criteria, also the activities and resources to enable children to meet these. The plans support or challenge individual children as appropriate. We ensure that there are opportunities for all children, including SEND, to develop their skills and knowledge in each unit.

In order for children to know more and remember more in each area of geography studied, prior learning is always considered in the lesson sequence and opportunities for revision of facts and historical understanding are built into lessons.

Assessment

Learning Outcomes are specified in the Geography Knowledge Progression document which contains the knowledge and learning expected for each year group. This is designed to ensure coverage and progression. Assessment Grids using these criteria are completed by teachers at the end of each term to determine whether children have met the outcomes for that unit. Subject Leaders will use this information to inform future planning. Sources of assessment might include: written work, practical fieldwork, discussions, questioning, photographs or observations of pupils.

Monitoring

The monitoring of Geography teaching, pupil books and pupil voice across the Federation will be carried out by the Subject Leader in consultation with teachers and the head-teacher.

Equality/Diversity

The Acorn Federation is committed to ensuring that all pupils achieve. We want to give each child the opportunity to achieve their potential in learning - this includes pupils with SEND, pupils from all social and cultural backgrounds, looked after children and those subject to safeguarding, pupils from different ethnic groups and those where English is a second language. Lesson plans are adapted to support the needs of all children. In order to create a creative and enriching learning experience for all pupils, we set individual education plans with personalised targets to enable children to meet learning expectations. We set high expectations and expect every child to succeed. We want all children to reach their full potential, recognising their personal strengths and celebrating the personal achievements of themselves and others, both within the school and its wider community.

Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed, particularly when using any potentially dangerous

equipment, such as scissors or knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

Subject Leader's role

The role of the Subject Leader is to:

- Lead curriculum development and ensure the implementation of the Geography Curriculum, ensuring progression in learning across the school.
- Support colleagues where necessary, e.g. in subject knowledge or assessment.
- Monitor Geography progress and activity and advise the Head Teacher of any action needed.
- Purchase and distribute Geography resources.
- Keep up to date with developments in Geography communicate information to colleagues as appropriate.

The Subject Leader will review this policy on a 3-yearly basis.