



## **Geography Policy**

**Approved by RA on 26.11.18**

**Subject leader: Richard Ford**

Geography 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. Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

### **Aims**

The 2014 National Curriculum for Geography aims to ensure that all pupils:

- 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
- are competent in the geographical skills needed to:

1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Entitlement:**

Holmwood School acknowledges and believes in the statutory entitlement of pupils to follow the objectives outlined in the National Curriculum. The above aims are consistent with our schools philosophy and take account of the National Curriculum. The school's scheme of work, based on The Learning Challenge Curriculum (LCC) units, ensures continuity and progression across the key stages as well as breadth of study to ensure all Programmes of Study are taught through a creative cross-curricular approach.

### **Objectives:**

In developing geographical skills, pupils should be taught:-

- To use appropriate geographical vocabulary
- Use appropriate fieldwork techniques and instruments
- To use atlases, globes and maps
- Use secondary sources

- Draw simple maps
- Use ICT to help in geographical investigations and use decision-making skills.

Within the Geography Scheme of Work children will have opportunities to develop knowledge skills and understanding in PSHEE and SMSC by learning about themselves and being a member of the community.

### **Process:**

The teacher will normally present the Geography programme with the Teaching Assistants supporting. Geography is essentially an investigative subject requiring visits, fieldwork and additional resources where the TAs will have a key role in supporting all pupils and activities. Geography forms part of our cross-curricular approach at Holmwood. This ensures that viable links with other subjects are planned for and capitalised upon e.g. linking a science project on evaporation to research about the water cycle in Geography. There is also a strong emphasis on incorporating outside learning opportunities to enrich the curriculum.

### **Teaching & Learning Styles:**

A range of teaching and learning strategies are used to provide the breadth of learning opportunities required. The strategies include an emphasis on active learning through fieldwork, discussion, investigation and problem solving. The use of artefacts, stories, pictures, film clips and visits will stimulate children's interest and curiosity.

### **PLANNING**

Planning is the responsibility of the class teacher together with help from the Geography Leader. Planning is used to:

- Set clear achievable goals;
- Ensure work is matched to pupils' abilities, experiences and interests;
- Ensure progression, continuity and subject coverage throughout the school;
- Provide criteria for assessment and evaluation of teaching and learning.

### **Assessment:**

Although there is no statutory requirement for assessing geography, it is important that teachers are able to identify evidence of pupils' learning and experiences in order to monitor progress and assist future planning. To help with this process of assessment, proformas are available for teachers' use. Evidence of work and topics covered will be collected annually and placed in a central resource area for regular work scrutiny. Annual reports will be sent to parents to inform them of pupils' progress and experiences in this subject.

### **Professional Development:**

The Subject Leader is responsible for keeping up to date with national and local initiatives and guidance, and for keeping staff up to date with developments. Training will be offered within the schedule defined by the current training programme.

**Resources:**

Early Years Foundation Stage document

A wide range of books to support the subject

Artefacts from around the world

Globes

Atlases

Aerial photographs

A wide range of ICT programmes and web-sites

Minibus to support study of local environments, habitats and museums.

Google Earth