

# Geography Policy

September 2015

Alexander Hosea Primary School

# Geography Policy

## Introduction

Geography is a valued and essential part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It provokes and answers questions about the natural and human world so pupils can make sense of their surroundings and the wider world.

## Rationale

Geography stimulates curiosity and imagination and allows children the opportunity to develop their knowledge of geographical enquiry, physical geography, human geography and geographical knowledge.

## Aims

Through the teaching of geography we aim to:-

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Foster children's sense of wonder at the world around them.
- Develop their confidence in their capacity to learn and work independently and collaboratively.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet.
- Develop their awareness and understanding of and respect for the environment in which they live.
- Develop an understanding of the features and conditions which make up the physical environment.
- Encourage learning through enquiry based projects and lessons in order to develop children's independent research skills.
- Develop the geographical skills of observing and comparing geographical features and communicating using geographical vocabulary.
- Help children understand how to use a map in a variety of different contexts.

## Guidelines

Elements of geography are delivered to Foundation Children, through the Foundation Stage Curriculum (Knowledge of the World) and is incorporated into termly themes.

In KS1 and KS2 Geography is taught through planning linked to the new National Curriculum 2014. These have been split accordingly into Year groups and the skills covered by each year group can be found on termly overviews. Geography is also taught through cross curricular themes e.g. literacy, history, computing and role play.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a

progressively deeper understanding and competency as they move through the school. We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences
- Observations and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypothesis
- Recognition of the effect humans have on their environment
- Developing their knowledge of geographical information sources

### Assessment

Assessments will take place throughout the year; these assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Assessment can be an informal part of every lesson to check pupils understanding and give information, which will help teachers to adjust day to day lesson plans. Assessment will also be made at the end of a theme to assess children's understanding of a particular unit. The children are also involved in self-evaluating their learning.

### Resources

Central resources in geography are the responsibility of the geography subject leader who has a budget available to spend on up to date resources which develop children's skills. They include globes, maps, atlases, aerial photography and books. These resources can be found in the central store cupboard.

### Homework

In KS2, geography homework will be included as part of the menu of activities from which children can choose. This will be linked to the geography themes being taught.

### Subject Leader Role

The geography leader is responsible for supporting colleagues in the teaching of geography by informing them of current developments in the subject and providing a strategic lead and direction for the subject in school. The leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Leader release time enables the leader to fulfil their role by reviewing planning, monitoring children's work, pupil conferencing and identifying next steps for the subject.

Subject Leader – Mrs Laura Cleverley  
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