



# Geography Policy

## Introduction

Geography inspires children to ask and answer questions about the human and natural world, which supports their developing knowledge of places and environments. At Hayeswood, children make studies of the local area and begin to think about their place in the wider world as they encounter different societies and cultures, through their learning. 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. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features are shaped, interconnected and change over time.

This policy outlines the purpose, nature and management of Geography teaching and learning at Hayeswood First School. It was formulated after discussion with the teaching staff; its implementation is the responsibility of all staff.

## Aims

In addition to the school aims, in Geography we aim to:

- develop an interest in, and a sense of, place
- develop skills and techniques appropriate to the task and the individual
- encourage a strong interest in a child's own surroundings and, from this, move out to the child's place in the world
- teach a range of skills and terminologies to enable geographical enquiry to take place
- develop an appreciation of the variety of human and physical conditions on earth
- enable the children to compare and contrast two localities
- study the activities of people as they interact with the physical and human world
- allow opportunities for children to develop the following skills
  - Direction
  - Communication
  - Controlling Monitoring and Modelling
  - Investigation
  - Map work
  - Photographs (to describe landscapes and identify features)
  - Scale

## Approach

Geography is taught through termly or half termly topics according to the attached curriculum maps. These topics have either a History or Geography focus and the time allocation for these subjects are pooled according to the topic.

We seek to make learning in Geography purposeful and motivating by putting it into contexts that are meaningful for the children. Wherever possible Geography is linked to other subjects and this is clearly identified on medium term plans.

At appropriate times throughout the year the children may benefit from trips to support their learning in Geography.

January 2016

## **Content**

Objectives for Geography are taken from the 2014 Curriculum for Geography. Geography in Key Stages 1 and 2 builds on the Foundation Stage Curriculum for Knowledge and Understanding of the World.

The knowledge, skills and understanding (i.e. geographical enquiry and skills, knowledge and understanding of places, patterns and processes, environmental change and sustainable development) are taught through the following topics:

- KS-1 – The Lighthouse Keeper's Lunch. Comparing Colehill with Australia, The Ends of the Earth, Magic Backpack, Monkey Puzzle, Comparing Dorset with India
- KS-2 Brazil, Egypt Local study

## **Resources**

We have a range of Geography resources which are stored on shelves in the outside store cupboard and maintained by the Geography co-ordinator.

## **Health and Safety**

Children are taught how to use all types of equipment with due regard for their own and others' health and safety. Teachers will ensure that all activities are closely supervised and that the children are made aware of the dangers.

## **Assessment**

Formative assessment of children's knowledge in Geography is carried out at the beginning of each unit (e.g. class or individual mind maps, providing opportunities for children to suggest questions that they would like to answer). Summative assessment of learning is undertaken in each unit at appropriate times.

Elements of assessments made are shared with parents at the end of each year as a summative assessment on each child's school report.

## **SEN and Equal Opportunities**

All children irrespective of gender, race, religion, disability or SEN have equal access to our Geography curriculum. Activities are differentiated to meet children's individual needs. Opportunities are specifically planned to challenge stereotypes.

## **The role of the Subject Co-ordinator**

The subject co-ordinator for Geography:

- Oversees the planning and assessment of Geography in the school
- Is responsible for co-ordinating the writing of a policy in conjunction with other teachers
- Works with other staff to write a long-term curriculum map and schemes of work for each Key Stage
- Reviews planning and activities termly so that relevant modifications can be made.
- Monitors the implementation of the Scheme of Work and standards in this subject
- Maintains an action plan and liaises with the Headteacher with regard to the School Development Plan
- Is responsible for updating staff about new developments in Geography
- Advises colleagues on resources to aid planning and is responsible for monitoring resources and making purchases as necessary.

*The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.*

*This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

January 2016

Reviewed:	2.2.18
Approved by Governors:	
Next Review:	February 2020