

Brighter Futures Academy Trust

Geography Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	April, 2018	April, 2021

Luddendenfoot Academy
A Policy Statement for the learning and teaching of Geography

Rationale

This policy outlines the purpose and management of the geography taught in school. This structured framework has been designed, allowing for progression and continuity across the primary sector. Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside of the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them to realise how nations rely in each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Geography should be taught through the School's thematic approach linking geographic knowledge with the topic area being taught. The school's geography scheme of work should be followed.

Purposes

Geography is centred around the study of places and the human and physical processes which shape them and the humans that live in them. Pupils will study their local area, and contrasting localities in the United Kingdom and other parts of the world.

We aim to:

- Nurture children's interest and curiosity about their surroundings.
- Inspire children to wonder about the world.
- Help children to be responsible for their environment and the world we live in.
- Give children specific geographical skills
- Encourage children to develop the key skills necessary for investigation, problem solving and decision making.

This enquiry-based approach to the geography scheme of work allows the children to achieve the objectives of the National Curriculum, as it concentrates on developing and widening geographical skills. Progression in skills has been ensured to be delivered through the key stages and this is reflected in the Scheme of Work.

We will encourage children and enable them to gain an increased knowledge and understanding of the changing world. Additionally, we will promote the importance of respecting and caring for people and places, regardless of culture, race or religion.

Fieldwork is also an important element of geography and helps to promote successful learning. Fieldwork should be purposeful and an integral part of geographical activities. Children will have opportunities to undertake a range a fieldwork via the planned visits, including residential visits.

Roles and Responsibilities

Each member of teaching staff has a responsibility for the teaching of geography. The role of the subject leader is to assist this process and be responsible for geography issues within the school.

The subject leader will:

- Support colleagues in teaching the subject content.
- Audit current practice.
- Organise teaching programmes, planning documents and schemes of work.
- Develop a school policy.
- Resource the curriculum including relevant teaching materials, renewing and updating resources where necessary.
- Drawing up action plans accordingly.
- Ensuring that colleagues are aware of the resources made available in school and their location.
- Facilitate the standards assessment of children's work at moderation meetings.
- Keep staff informed of possible visits and field trips.

Classroom organisation & teaching methods

Classroom organisation will depend on the needs and abilities of the children. The aims and objectives of the lesson will also need to be considered. A variety of teaching approaches, for example, whole class, paired, group and individual work can be considered by the teacher and experiences by the children in geography.

Children will have the opportunity to use ICT as part of their geographical study. Children will also explore and use the following resources: globes, maps, atlases, pictures, photographs, videos and books.

Assessment & Recording

Children's progress will be assessed and monitored through teacher planning and observation.

Special Educational Needs

All children should have access to the Curriculum, therefore the differentiation of objectives and activities for children with Special Educational Needs (whether consolidation or extension) should be planned and catered for.