

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE.



Geography Policy

DATE: October 2010

TO BE REVIEWED: October 2013



Geography Policy

Introduction

This document is a statement of the aims, strategies, resources and monitoring for teaching and learning at Barton Primary School. It was reviewed in 2010 and will be reviewed again in 2013.

Aims and Objectives

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 the classroom. 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 the social sciences.

We aim to ...

- increase the children's knowledge and awareness of the world
- stimulate an awareness of everything around them and the earth's great diversity of character
- develop an interest in their own surroundings, and a sense of wonder at the beauty of the world around them
- appreciate the variety of physical and human conditions on the earth's surface
- develop a range of skills necessary to carry out geographical enquiry and to interpret geographical information
- develop a sense of responsibility for the earth, its resources and its people and concern about the quality of the environment. We hope that they will begin to develop respect and concern for, and an interest in, people throughout the world regardless of culture, race and religion

Strategies for the teaching of geography

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

- Most of the geography curriculum is taught using adapted units from the QCA Scheme of Work. We adapt the units when there is an opportunity to link it to our own locality.
- The mode of working in geography is a mix of class teaching, cooperative groups and individual work.
- Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
- Fieldwork is a purposeful and integral part of the curriculum.
- Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.

When teaching geography we:

- always explain what we want pupils to know, understand and be able to do through the geography they are about to do
- often use a key question to direct pupils' thinking / enquiry
- vary the resources and activities to ensure each pupil can learn effectively
- use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. We teach Geography to all children, whatever their ability and individual needs. We aim to differentiate our lessons to meet the needs of all children with special educational needs, and those who are gifted and talented, to ensure every child is able to access the curriculum successfully and reach their full learning potential.

Assessment for Learning

Children's learning will be assessed in a variety of ways:

- informal judgements during the lesson
- open and closed questioning
- children's work will be assessed to inform future planning
- written and verbal feedback given directly to the child
- older children will be encouraged to peer and self assess
- summative judgements made at the end of a unit of work

Resources

Most resources are key stage based with a further supply of central stock to aid the teaching of all units. Each classroom has an interactive whiteboard. All children have access to the school library where books relevant to different units can be found. Children also have the use of the computer suite where they can carry out independent and teacher led research.

Monitoring and review

To monitor and review geography subject leader will:

- support teachers via co-planning, team teaching, observing / giving feedback
- monitor teachers' medium term planning
- review resource provision
- works co-operatively with the SENCO
- prepare and review subject action plans
- inform staff of any relevant geographical news
- discuss regularly with the headteacher and (if applicable) the geography governor, the progress with implementing this policy in the school