

Great Orton Primary School

Geography Policy

1. Aims and objectives:

The 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:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

2. Teaching and learning style:

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports to the rest of the class.

3. Geography curriculum planning:

In Key Stage Two topics are taught on a four yearly rolling programme (see long-term topic plans). Short term planning is done on a weekly basis to ensure that assessment of progress informs planning.

In Key Stage One and Reception Geography is taught on a three year cycle. Geography is an integral part of topic work, relating geographical aspects of work to objectives set out in the Early Learning Goals, principally knowledge and understanding of the world.

We make links to other curriculum areas wherever possible e.g. Numeracy: data handling, co-ordinates, distance, scales and mapping, Science: water cycle, PSHE: citizenship, environmental issues etc. (See long-term planning).

We ensure that our planning has continuity and progression for all pupils and their progress is reported to parents through meetings and annual written reports.

4. Assessment and recording:

Formative assessment is mostly carried out by staff in the course of their teaching.

Suitable tasks for assessment include:

- Small group discussion in the context of a practical task;
- Oral responses by individual pupils’ to questioning;
- Assessment sheets created by class teachers;
- Observation (Tapestry).

5. Resources

Resources are kept in a central location where there are boxes of equipment for each topic which include: maps, plans, photographs, DVDs and reference books. We also keep a collection of topic books which the children use to gather information as well as a variety of atlases in the school library.

6. Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

7. Equal Opportunities and Special Educational Needs

Children bring different experiences and talents to Geography. The qualities they already possess should be valued whilst opportunities for widening their experiences need to be created. We are committed to enabling each child to access the whole curriculum. Relevant support and differentiation is provided for children as appropriate. No child will be discriminated against because of issues such as ability, disability, gender, religion or ethnicity.

Adopted by the Governing Body on 21st May 2018

Chair

Headteacher