



Geography Policy

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The Acorn Federation

Geography Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography in The Acorn Federation.

Definition

“A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

National Curriculum 2014

Aims

The aims of Geography are:

- To stimulate children’s interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people’s experiences and knowledge.

Teaching Objectives

We use the 2014 National Curriculum.

EYFS

Skills in the Foundation Stage are planned through the objectives within the EYFS.

Key Stage 1

Pupils should be taught, -

- Locational knowledge, e.g. naming the 7 continents and 5 oceans
- Place knowledge, e.g. geographical similarities and differences between a small area in the United Kingdom, and of a small area in a contrasting non-European country
- Human and physical Geography e.g. weather patterns
- Geographical skills and fieldwork e.g. using maps and compass directions

Key Stage 2

Pupils should be taught

- Locational knowledge, e.g. locating the world's countries
- Place knowledge, e.g. understanding geographical similarities and differences through the study of human and physical Geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Human and physical Geography e.g. describing and understanding key aspects of physical and human geography
- Geographical skills and fieldwork e.g. using maps, using 8 points of a compass, using grid references.

Planning

We use the New Curriculum as the basis for all our planning. The Garden Class follows a three year cycle of topics and the Meadow Class follows a four year cycle. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged.

We carry out curriculum planning in three phases (long term, medium term and short term). Whenever possible and appropriate, cross curricular links should be identified.

Teachers from the Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Geography curriculum for that year group throughout the year. Teachers will plan before the start of each new theme, and at this point highlight the skills to be covered.

Record Keeping, Assessment and Reporting

As with all areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out, and levels of achievement of the work. Formative assessment is used to guide the process of individual pupils in Geography. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learnt and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. Children's progress in Geography is reported to parents through the pupil annual report and consultation meetings throughout the year. There is no statutory teacher assessment in KS1 and KS2 for Geography.

Monitoring

The monitoring of coverage and progress across the school will be done by the subject co-ordinator in consultation with teachers and the SLT.

Inclusion

The Acorn Federation plans to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets. We set high expectations and expect every child to succeed. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

Equal Opportunity

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, religion, language or gender.

Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knives. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

The Coordinator will review this policy on a 3 yearly basis.