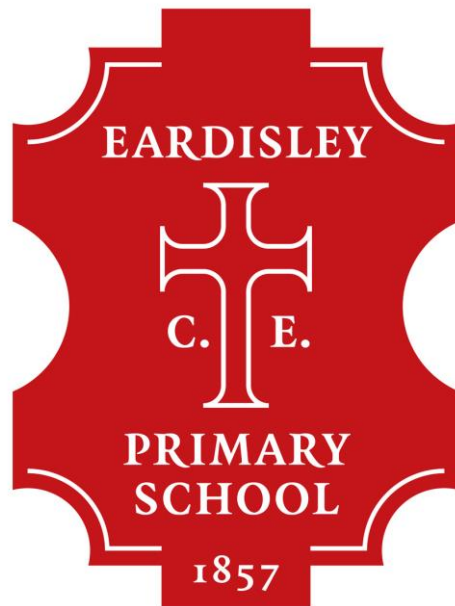


Eardisley Church of England Primary School



Geography Policy

Date Agreed: November 2022

Introduction

This policy reflects the school values and philosophies in relation to the 2014 National Curriculum for Geography.

Aims and Objectives.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are to:

- enable children to gain knowledge and understanding of places in the world
- 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
- allow children to learn graphic skills, including how to use, draw and interpret maps
- enable children to know and understand environmental problems at a local, regional and global level
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning

At Eardisley CE Primary School, we use a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when they:

- have access to, and are able to experience fieldwork first hand
- go on visits to or receive visits from places of interest
- have access to good quality secondary sources such as books and photographs
- are shown, or use independently, resources from the internet and video
- are able to use non-fiction books for research
- are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by

matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

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 IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real life' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Assessment and Recording

In geography, assessment is ongoing and continuous through formative teacher assessment based on pupils' work and verbal contributions against the Success Criteria for each topic. These are used to keep a record of individual and class progress and are used to plan further learning and/or interventions.

Role of the Geography leader

The coordinator is responsible for coordinating geography throughout the school. This includes:

- ensuring continuity and progression from year group to year group through monitoring books and planning
- guiding colleagues with how geography should be taught
- advising on training needed and booking staff on appropriate courses
- assisting with buying and maintaining resources
- assisting and supporting colleagues in the implementation and assessment of geography throughout the school.

Role of the class teacher is to:

- ensure progression in the acquisition of geographical skills with due regard to the National Curriculum for geography
- develop and update skills, knowledge and understanding of geography
- identify inset needs in geography and take advantage of training opportunities
- keep appropriate on-going records.
- to plan effectively for geography, liaising with coordinator where necessary
- to inform parents of pupil's progress, achievements and attainments.

Equal Opportunities

We endeavor to ensure that all children are able to take part in and benefit from learning in geography. All pupils should have access to the whole

geography curriculum and resources, regardless of race, gender or special educational needs. There are opportunities for researching and drawing information from other cultures. An appreciation of geographic achievements achieved by different cultures should be taught wherever possible.

Parental Involvement

At Eardisley CE Primary School we encourage parents to be involved by:

- inviting them into school twice yearly to discuss the progress of their child
- inviting them into school in the summer term to discuss the yearly report
- having an open door policy whereby parents are invited to meet with staff at any time to discuss any issues with their child.

Display

Displays will be used for a variety of purposes, which may: improve the environment, present information, encourage participation, demonstrate process, focus attention, reinforce learning and confirm values.

Monitoring and Evaluation

Regular monitoring and evaluation of the activities is carried out by the subject leader and shared with teachers and governors in order to build on best practice. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress.