

GEOGRAPHY POLICY

Rationale

New Silksworth Academy provides a broad and balanced curriculum for all children. The National Curriculum and the “Key Performance Indicators” we have developed as a staff are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This is particularly the case in Geography as through this subject area the curiosity and imagination are stimulated. We can aim to meet the child's personal needs by developing geographical skills, understanding and knowledge through studying places and themes. We encourage children to learn by experience and we value fieldwork as an integral part of the Geography Curriculum.

Aims and Objectives

The aims of this policy are:

- To develop pupils knowledge, skills and understanding to the maximum of their potential
- For pupils to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment
- To extend pupils interest, knowledge and understanding of contrasting localities in Britain, Europe and the World
- To develop knowledge and understanding of the human and physical processes which shape places
- To appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values
- To develop the geographical skills and vocabulary necessary to carry out effective geography enquiry
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions
- To develop interest and enjoyment of geographical experiences and build confidence and understanding
- To recognise and understand issues concerning the environment and sustainable development

Role of the Geography Coordinator

At New Silksworth Academy the Geography Coordinator:

- Manage the day-to-day operation of the policy
- Understand the requirements of the subject
- Manage, support and advise colleagues
- Monitor planning and pupils work and give feedback to colleagues
- Complete audits to identifying resource and training needs
- Order and organise resources
- Meet with the link governor
- Complete an annual subject action plan proforma
- Review and evaluate previous year
- Report to the governing body
- Monitor pupil progress through moderation and analysis of assessments.

Participation of the Pupils at K.S.1

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn out about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people places and environments and use geographical skills and resources such as maps and photographs.

By the end of Key Stage 1, most children will be able to:

- Describe the main features of localities and recognise similarities and differences
- Recognise where things are and why they are as they are
- Express their own views about features of an environment and recognise how it is changing
- Find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources

Participation of pupils at K.S. 2

During Key Stage 2 pupils investigate a variety of people and places, and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

By the end of Key Stage 2 most children will be able to:

- Explain the physical and human characteristics of places and their similarities and differences
- Know the locations of key places in the United Kingdom, Europe and the world
- Explain patterns of physical and human features
- Recognise how selected physical and human processes cause changes in the character of places and environments
- Describe how people can affect the environment and explain the different views held by people about environmental change
- Undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skill, resources and their own observations

Geography across the Curriculum

Geography can make an important contribution and offer a stimulating context for the development of pupils English and Mathematical skills. In History and RE geographical knowledge is essential in order to place events and themes in context. This is an area we are hoping to develop further at NSA.

All children in New Silksworth Academy will:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds
- Use geographical language and draw maps and diagrams to communicate geographical information
- Read fiction and non-fiction and extract information from sources such as reference books, e-mails and the internet
- Work with others, listen to each other's ideas and treat them with respect,
- Have opportunities to consider their own attitudes and values and those of other people
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available
- Develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it

Progress in Geography will be characterised by:

- An increase in breadth of studies, i.e. the gradual extension of content – places, themes and environments to be considered
- An increasing depth of study, i.e. the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships
- An increase in the spatial scale of study, i.e. the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales
- A continuing development of skills, i.e. the use of specific geographical skills such as map work and more general skills of enquiry matched to children's developing cognitive abilities
- Increasing opportunities for children to examine social, economic, political and environmental issues i.e. the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments

Educational inclusion and access to Geography in the curriculum

At New Silksworth Academy all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable our children to:

- Understand the relevance and purpose of all learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Staff at New Silksworth Academy are aware of the fact that children have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences. They therefore make appropriate curricular provision to respond to children's needs, by providing support for children who need help with all areas in the curriculum, by planning to develop children's understanding through the use of all available senses and experiences, and by planning for children's full participation in learning.

Pupils with Special Needs will be taught Geography through differentiated work and a variety of teaching strategies. Teachers seek advice via the SENDCO for children with physical disabilities, when planning field study activities. Children for whom English is a second language are particularly able to contribute and take a leading role in geography lessons where their home country is the focus.

Assessment and Recording for Subject

Children's progress in geography is 'teacher assessed' and is recorded based on the school Program of Study (POS), Key Performance Indicators (KPI's) and the National Curriculum guidelines.

Resources

Resources in regular use are based in classrooms, including maps, globes, atlases etc. More specialised geographical equipment such as weather gauges, compasses and occasionally used maps are stored either within the year group or with the subject co-ordinator. In recording some aspects of the geography curriculum, the digital camera, and computer can be invaluable tools.

Deborah Fildes
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