

DALLIMORE PRIMARY AND NURSERY SCHOOL

GEOGRAPHY POLICY

Introduction

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the earth and its people.

Geography stimulates curiosity and imagination and we aim to develop 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.

This policy outlines the learning, teaching, organisation and management of geography at Dallimore Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

Aims

Through our teaching of geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the different communities and cultures within Dallimore Primary School, Derbyshire, Britain and the world - and how these relate to each other.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems within Dallimore Primary School and the wider world.
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds, earth, its people and its resources.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens.

Differentiation

We recognise our responsibility to provide a broad balanced curriculum for all pupils and aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Entitlement and Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

Organisation of Geography within the Curriculum

Learning is organised in a two year cycle, with there being a minimum of three geography themes within that cycle. Geography is linked to other foundation subjects, particularly history, RE and Science, through our KUW Area of Learning.

Resources for geography are mostly classroom based.

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.

The geography curriculum at Dallimore Primary School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

As an integral part of the teaching and learning of geography children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways.

We are very proud of our extensive school grounds and use these in a variety of ways to help children learn geographical skills and to respect the school grounds and wider environment.

The role of the geography co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of geography.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in the teaching and learning of geography.

Assessment

Opportunities for assessment will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within Geography. Methods of assessment will vary as appropriate to the learning. Geographical work will be presented in Topic books. Reporting to parents occurs annually within a child's written report to parents.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT.

Health and Safety

This policy needs to be read alongside our Health and Safety Policy. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

Monitoring and Evaluation

The teaching and learning of geography will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.

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