



Geography Policy

Date of policy:	December 2015
Date last review adopted by governing body:	28/01/2016
Frequency of review:	3 years

1. Introduction

Learning about geography offers the children the opportunity to:

- stimulate their interest in their local surroundings, giving them insight into the main human and physical conditions in which they live
- understand the place in which they live and how it compares and contrasts to other locations
- develop a sense of citizenship based around the quality and preservation of environments
- This policy should be referred to in conjunction with the policies on teaching and learning, assessment, marking, SEND and display. It is the responsibility of all teaching staff to implement this policy.

2. Our vision

Our policy aims to establish a positive school ethos based upon our vision that Writtle Infant should be a special place where everyone feels included, valued and achieves their best.

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with poor conduct

3. Aims

The aims of geography teaching at our school have been revised in line with the National Curriculum 2014. Our aims for children are that they:

- Develop knowledge about the world, the United Kingdom and their local area.
- Understand human and physical geographical similarities and differences.
- Use basic geographical vocabulary to refer to key human and physical features.
- Develop geographical skills by using maps, atlases, globes, photographs, compasses and directional language.
- Use simple fieldwork skills to study the geography of the local area.
- Develop a variety of skills, including those of enquiry, problem solving, investigation and how to present their conclusions in the most appropriate way.

4. Curriculum overview

Geography is taught with a cross curricular approach where suitable and can sometimes be the lead subject in determining a year group's theme. The long term curriculum plans have been produced using guidance from the National Curriculum 2014, ensuring a breadth of study is covered across the school. More detail can be found in the curriculum planning documents.

5. Teaching and learning

- All class teachers have the freedom to develop their teaching of geography in a way that suits their class. This may include a variety of teaching and learning opportunities, such as: whole-class teaching, enquiry-based research, asking and answering geographical questions, using maps, statistics, graphs, pictures and aerial photographs, use of computing resources, drama, discussions, presenting reports, fieldwork, problem solving and researching local environmental problems or current issues.
- Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning
- Teachers differentiate in the way in which is considered most appropriate for the child, group or objective being taught.

6. The Early Years Foundation Stage

During the Early Years Foundation Stage (EYFS), History and Geography are taught through the area of learning known as 'Understanding of the World' as set out in the EYFS curriculum. This is delivered through motivating and exciting themes and is also part of the creative curriculum. More detail can be found in the EYFS policies and planning documents.

7. Equal opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in geography. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

8. Equality statement

"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping."

9. Assessment, recording and reporting

Class teachers assess children's work in geography by making informal judgements as they observe them during each geography lesson. All work in books is marked in accordance with the school policy.. Formal written reports are shared with parents each year.

10. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

11. Subject leader role

- To facilitate the development of music throughout the school
- To review the Geography Policy periodically.
- To work collaboratively with staff to promote continuity and progression.
- To create and monitor Schemes of work.
- Monitoring including lesson observations, pupil voice surveys, work sampling and climate walks.
- To attend relevant INSET courses, and encourage and support staff where possible.
- To organise and if relevant deliver staff training.
- Monitoring and organisation of centrally held resources.
- Purchase of resources in consultation with staff and inline with the allocated budget.

12. Resources

Geography resources are stored in the curriculum resource cupboard or in the classroom in which they are most regularly used. Our well-stocked library has a selection of books to support learning in Geography.

13. Evaluation and review

This policy has been agreed by staff and governors in the Spring term of 2016 and will be reviewed in the Spring term of 2019.