

Geography Policy

Philosophy

The main aim of the school curriculum is to raise pupils' awareness and understanding of the world around them and enable them to effectively communicate their knowledge to others. The study of geography is a fundamental element of this development.

First hand experiences through field work are seen as an integral part of the geography curriculum. These real-life opportunities help develop essential geographical skills such as

- Measuring
- Sketching
- Mapwork
- Photography
- Interviewing
- Note-taking and sampling.

Pupils are encouraged to ask and respond to questions and to offer their own hypotheses based on previously acquired knowledge in order to develop their geographical awareness and knowledge.

The Royal Cross Primary School scheme of work is based on our creative approach to the curriculum and follows our four-year topic cycle. These topics have been written and planned to provide full coverage of the content, knowledge, skills and understanding of the National Curriculum and are reviewed and updated on a regular basis.

We aim to provide access to geographical knowledge skills and understanding through the teaching of geography within our creative curriculum. This is planned to focus on the needs of the individual children at Royal Cross particularly focusing on communication.

Statement of intent

The following should be taken into consideration when teaching geography

- Links across the National Curriculum
- ICT potential
- Multicultural education & heritage
- Equal opportunities
- Requirements of the National Curriculum
- Programmes of study

Cross curricular opportunities.

In addition to specific Geography lessons

- Children take part Earth Science workshops held at Royal Cross School & delivered by a trained member of staff. These sessions are organised as sessional blocks to ensure children experience sustained opportunities to explore and learn about outdoor education.

- Individual classes make full use of the school minibus to help children access fieldwork skills in and around the local community including
 - Regular 'Wellie Walks' – for younger children
 - Trips to Beacon Fell to observe the changing seasons first hand.
- School Residential trips for Years 5/6 run by trained outdoor practitioners to help children access adventurous activities within a safe & supported environment.

The Governing Body.

- The curriculum sub-committee is regularly updated on pupil progress and the provision for Geography through our creative approach to the curriculum and Educational Visits Reports.

Assessment.

- Pupils' progress is assessed at key points throughout the year using B Squared and teacher observation. This assessment data is collated in each pupil's blue progress file.

Equal opportunities.

- All children are provided with equal access to the Geography curriculum. We aim to provide appropriate learning opportunities regardless of gender, ethnicity, or learning and communication needs.

Subject leadership.

Geography as a subject is led & developed as part of a whole school approach. Curriculum matters, assessment & pupil participation is discussed as part of regular staff meetings. The teaching staff & SLT are responsible for improving standards of teaching in Geography across the school through:

- Monitoring of pupil progress at key points in the year using B Squared.
- Auditing and ordering/updating resources.
- Monitoring & developing Geography - annually reflecting/reviewing coverage & attainment.
- Keeping 'up to date' with recent developments and Geography resources.
- Leading policy development as a staff team.
- Supporting colleagues in their professional development.

We aim to help our pupils to

- Become aware of and understand their personal position in space.
- Become aware of and interested in themselves and their immediate space.
- Explore local and then wider environments.
- Develop an interest in and knowledge of places and people beyond their experience.
- Experience aspects of other countries and cultures, drawing upon their own cultural heritage as appropriate.

Conclusion

Geography is taught so that every child can experience success and learn through enjoyable, fun, interactive activities. Whatever the child's individual needs, lessons are made meaningful and participation is encouraged for every child.

- This policy summarises our whole school approach to Geography teaching and learning and should be read in conjunction with the following school policies:
- Communication
- Teaching and Learning
- Assessment
- Health & Safety
- Equal Opportunities