

GEOGRAPHY POLICY

At Simmondley Primary School we believe that the study of geography should inspire, in all learners, an interest and a sense of wonder about their own locality and the diverse localities from around the world. By equipping the children with the subject specific key skills in geography, we are assisting the children in making sense of a dramatically changing world and their place within it.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, rivers and mountain ranges, including their defining physical and human characteristics;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

The aims also ensure that children are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data, some gathered through fieldwork, that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- communicate geographical information in a variety of ways, including through maps representation of statistics, and writing.

At Simmondley Primary School, the content and skills of the National Curriculum are delivered over a two year rolling programme in both key stages. This is usually subject specific, although if appropriate, geography skills are sometimes taught thematically in KS1. Links are often made to other curriculum areas and opportunities are given to apply English and maths skills. In the Foundation stage geography is delivered through the specific area, 'The World', which includes people and communications.

Teaching

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 computing skills in geography lessons where this serves to enhance their learning. Children have the opportunity to 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' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children not completing all tasks;

- grouping children in mixed ability groups to support one another group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Progression and Assessment

Most assessments are formative although one summative assessment is planned for the end of each topic. Children build on their knowledge, understanding and skills as they move through school, moving from an understanding of the immediate environment to an understanding the wider world, so by the end of KS2 they are 'secondary' ready.

Equal Opportunities

Our aim is to give all pupils an equal opportunity of receiving a high quality experience of a geographical education. Sensitivity is exercised when pupils homes are studied as part of the curriculum.

Resources

Atlases, DVDs, books etc are stored in a central area and audited annually. Espresso subscription is a valuable resource for video clips and current events. The school subscribes to the Geographical Association.

**This policy was approved by the Governing Body in September 2017
To be reviewed annually.**