



## **Oxley Park Academy**

### **Geography Policy**

#### **Rationale**

Geography is the study of our world, its physical features, natural and political divisions, climate and populations. At Oxley Park Academy we believe that children should develop an understanding and awareness of place, environment and culture and make connections between the human and environmental factors present in different areas. As children to acquire knowledge and understanding of their location and how they interact with it, they will begin to understand the wider world and their impact on it.

#### **Aims**

We aim for our children to:

- develop geographical vocabulary
- communicate geographical knowledge in oral, written, visual forms using appropriate vocabulary and techniques
- develop a sense of identity through learning about the UK and its relationship with other countries
- compare and contrast different areas, using evidence to help draw conclusions
- recognise the human and environmental impact on a particular location
- recognise changes to an environment and suggest ways to improve and sustain an area
- realise the importance of protecting the environment for future generations
- use a variety of maps and atlases with confidence and accuracy

#### **Planning**

The Geography curriculum in school is based on the requirements of the National and Foundation stage Curriculums. As a school we have chosen to follow a creative curriculum. Geography will form part of our topic learning. The planning is monitored by the Subject Leader on a termly basis to ensure continuity, progression and consistency throughout the school.

#### **Teaching and Learning**

A range of styles of teaching is necessary for the teaching Geography. Approaches need to be related to the topic itself and to the abilities, learning styles and experiences of pupils.

As detailed in our "Oxley Park Academy Policy for Learning And Teaching", teaching will be differentiated to meet individual needs and will include opportunities for;

- Teacher exposition
- Discussion techniques (pupil/pupil and pupil/teacher)
- Appropriate practical work
- Consolidation and practice of fundamental skills and routines
- Use of ICT, museum resources and outside visits
- First-hand experience
- Investigation work
- Class work, group work, individual work

- Recording and observation
- Provision of different media and materials to address variety in learning styles

### **Equal Opportunities & Inclusion**

At Oxley Park Academy we are committed to equality of opportunity and inclusion as detailed in our school policy. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This includes pupils whose attainments fall significantly below the expected levels and also those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travelers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers should be aware that pupils bring to school different experiences, interests and strengths, which influence the way in which they learn.

### **Role of the Subject Leader**

#### **The role of the Subject Leader is to:**

- Purchase, organize and maintain teaching resources
- Manage a delegated budget and keep spending within it
- Encourage and assist in training
- Provide guidance and support in implementing schemes of work
- Co-ordinate recording and presentation throughout the school after consultation with colleagues
- Advise the Senior Leadership Team of action required (eg resources, standards, etc)
- Encourage ways of involving parents in their child's learning
- Provide support for all who teach Geography and so improve the quality and continuity of Geography teaching and learning throughout the school.
- Monitor planning to ensure teaching and learning is appropriately differentiated and achieves expected progression.

### **Resources**

The Subject Leader for Geography should keep an inventory of all equipment/resources required. Thematic boxes are stored in the Key Stage 1 and 2 cupboards

### **Health and safety**

At all times due care and consideration is given to health& safety as outlined in our Health & safety policy

**Reviewed:** Summer 2014

**Next review date:** Summer 2016