

Ashley C of E Primary School

Policy for the Teaching of Geography

Subject Leader: Miss Juliet Goymer and Mrs Debbie Niven

Date: April 2014

Review Date: April 2017

1. AIMS

At Ashley Church of England Primary School we believe that Geography teaching offers opportunities to:

- Stimulate children's interest in their surroundings and in the variety of human and physical geography around the world;
- Foster children's sense of awe and wonder at the beauty of the world around them;
- Help children to develop an informed concern for the quality and diversity of the world's environments and issues of sustainable development relating to the future of life on Earth;
- Enhance children's sense of responsibility for the care of the Earth and all living things.

2. ORGANISATION

The school's current provision is as follows:

Children in Reception are taught the Geography/History elements of the Early Years Foundation Stage through the Understanding of the World (UtW) Area of Learning, although we acknowledge that there are aspects of Geography / History across all the Areas of Learning.

In Key Stage 1, Geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world and their contribution to it.

In Key Stage 2, Geography is about developing knowledge, skills and understanding relating to different people, places and environments both locally and globally, and an appreciation of the impact of human and natural activities on our world.

Geography at Ashley is guided by the new 2014 National Curriculum Programmes of Study for Key Stages 1 and 2. Within our Academy status, we have retained flexibility to make learning relevant to our children and the school's locality. Key areas of study and the breadth of studies have been allocated to each academic year and linked to the relevant half-termly enquiries of learning. This ensures that all children at Ashley have access to a broad, balanced and creative curriculum, allowing them to gain the necessary skills and knowledge.

From Year 2, the children have the opportunity to present individual research projects that are linked to their topic.

Aspects of our Geography learning and skills developed may contribute to the projects that we undertake termly in our Design for Change projects.

Please refer to the Global Dimension Policy for links with Geography.

Resources

These are reviewed annually as part of the subject leader's monitoring. They currently include:

Geography topic boxes containing resources including maps, globes and atlases that are stored in classrooms. Some additional reference books are kept in the reference section of the school library.

Opportunities for the use of ICT to enhance children's learning of Geography are used and indicated in the medium term plans. Use of ICT includes laptops, tablets, Internet websites including blogs, digital maps, DVDs, digital cameras, recordable microphones and interactive whiteboards.

Fieldwork is an important aspect of Geography at Ashley School. The school grounds and the local area are used regularly for geographical enquiry. Years 3, 5 and 6 partake in residential visits and there is a topic based programme of trips out and visits and workshops in school from Reception to Year 6.

Assessment

At the end of the summer term children in Reception are assessed using the Early Learning Goals in the seven Areas of Learning. Teachers will make best fit judgments using the Early Learning Goals as to whether children are Emerging (not yet reaching the expected level of development), Expected (meeting the expected level of development) or Exceeding (working beyond expected levels of development).

As part of our foundation subjects assessment, teacher assessment for Geography will take place during and at the end of an enquiry of learning from Years 1 to 6 and are focused on skills. Teachers use a progression of skills grid which will give a child a best fit level for each strand.

As part of assessment, a selection of topic books from each year group is monitored carefully by the Geography Leader in order to ensure progression of skills across the year groups.

In addition to this, there are termly subject reviews between the subject leader and the curriculum area governor as well as annual subject leader reports to the CLA committee.

3. SCHOOL ETHOS

Special Educational Needs

All children will have differentiated access to Geography activities.

More Able Pupils

The needs of these children will be met in accordance with the More Able Pupils Policy.

Equal Opportunities

All pupils will have access to Geography regardless of gender, culture, race or age.

Where pupils have a disability, every step will be taken to ensure that their progress and participation is in no way hindered by their disability.