

# Geography Policy



DANE ROYD SCHOOL

**Review frequency:**

**Approval by:** Standards Committee

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**Lead Personnel:** Alison White

**Version:** 1

**Revision Date:** (if applicable)

# Geography Policy

## Introduction

- To provide a geography education which inspires children to have a curiosity and fascination about the world in which they live.
- Based on the new National Curriculum, this policy seeks to provide best practice in geographical education.

## Purpose:

To provide children with knowledge about a range of places, people, resources and environments along with an understanding of the Earth's key physical and human processes. It seeks to deepen children's understanding of the interaction between human and physical processes and how this helps to shape landscapes and environments. The development of geographical knowledge, understanding and skills will provide the framework and approaches that explain how the Earth's features are shaped, interconnected and change over time.

## Aim(s)

- Pupils will understand the processes which have created the physical and human geographical features of the world, how these relate to each other and how they can vary spatially and change over time.
- Consider the human and physical features of the location of globally significant places (on land and sea) to provide a geographical context for understanding the actions of processes.
- Develop the geographical skills necessary to collect, analyse and communicate using a range of data (often gathered through field work) to enable a deeper understanding of geographical processes.
- Interpret a range of sources of geographical information such as maps, globes, aerial photographs and Geographical Information Systems.
- Communicate geographical knowledge in a range of ways.

## Wider school aims/ethos:

- This policy supports the school's aims of uniting local and global interests to facilitate the development of children as global citizens. Also provides children with a greater understanding of their world to promote them as responsible and caring members of the community.

## Consultation:

This policy was written by Alison White leader for Geography in conjunction with:

- Staff - discussed at staff meeting Autumn 2015
- Pupils- Pupil Voice questionnaire

## Sources and references:

The National Curriculum September 2014

## Procedures and practice

**The Geography leader** is responsible for:

- Providing an overview of the subject across the school. The leader provides a long term plan of the subject content for the school over a two year rolling programme. This is distributed to all teachers for-planning meetings.
- Monitoring the teaching and learning of geography through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.
- Providing a list of resources that are available in school, and is responsible for the procurement of additional resources as requires in order to keep teaching practice current.
- Maintaining assessment data relating to attainment in Geography and initiating action as appropriate and to monitor and evaluate the teaching of geography across school.
- Gather a portfolio of work from across school to show examples of geographical work. Reporting to parents occurs annually within a child's written report to parents.
- Completes an annual action plan for Geography which is reviewed quarterly.
- Providing equal access and opportunity to all children in the provision of Geography tuition in accordance with school policy. All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

**Year group teams** are responsible for deciding the order in which activities will take place, this is agreed with the Subject Leader. Year groups plan in teams on a two year rolling planning programme. There are a minimum of two geography topics taught each year. Geography is often taught in a cross curricula way, making links with other subjects where appropriate. Each class teacher provides detailed medium term plans which are lodged on the school website. Each group of teachers will identify opportunities for field work either around school and local area or further afield. Every term all teachers are responsible for providing assessment data on each child and recording progress on school database. Progress is reviewed termly.

### **Homework/parent partnership:**

Homework will be set to support and deepen children's knowledge, understanding and skills. This may form part of a specific geographically focussed task or as part of a wider open ended task.

### **Health and Safety**

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

### **Concluding notes**

This policy is designed to meet the needs of the revised National Curriculum and where possible provide opportunities to enhance and extend children's learning. It hopes to inspire in children a lifelong interest in the world around them.

### **Monitoring and review:**

The Subject Leader is primarily responsible for monitoring the implementation of this policy. This will be through consideration of the evidence included in the subject leader file. The Subject Leader will report on this to the Standards committee annually. The work of the subject leader will also be subject to review by the Head teacher as part of the performance management arrangements.

**Other documents and appendices:**

The Geography policy should be read in conjunction with our policies for curriculum and learning and assessment and Health and Safety Policies.

There are three appendices to this policy:

Appendix 1: Long term Geography plan

Appendix 2: Current Action Plan