

Geography Policy Document

*At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, **happy** and ready to learn. The ethos of our school is that the foundations are built firmly on **peace** and **respect**, regardless of an individual's role in the academy. Our children and their **families (community)** are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of **learning**. Our **nurturing** approach ensures that our curriculum is fully **inclusive** for all learners and we work hard to **challenge** all of our children and develop in them the **resilience** that will accompany them on their future learning journey.'*

The Importance of Geography

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other.

Geography can encourage pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Key Aim of Geography

To develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and made environments.

The children will:

To gain perspective in which children can place local, national and international events.

To develop a wide range of skills and competencies that are required for geographical enquiry and which are applicable to other situations.

To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood, and to be able to apply simple techniques of map reading and interpretation.

To gain familiarity with globes and atlas maps and be able to identify such features as the continents, oceans, countries, cities, highland and lowland, coasts and rivers.

To continue to develop literacy and numeracy skills through studies in geography.

To acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of enquiry.

To be able to use a variety of source materials to find information out about their own locality and distant places.

To be able to communicate their findings and ideas in a variety of modes: writing, pictures, models, diagrams and maps as well as through oral contribution.

Teaching and Learning

At Moorside Academy we provide a topic based approach to Geography, whilst ensuring all units in the National Curriculum are covered. The national curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of geography can contribute effectively to these areas of learning and links to these areas of learning identified in the medium term planning sheets.

Delivering The Geography Curriculum

Foundation Stage

Geography is delivered to Little Sparklers, Nursery and Reception within Understanding of the World area of learning through a cross curricular topic based approach throughout the academic year.

Key Stages One and Two

Geography is taught as through a topic based curriculum. The subject may be taught in block units throughout the year rather than following a weekly lesson format.

Teaching Approaches

A variety of teaching approaches are presented to children throughout their geography lessons. These include:

- Teacher guided session, where information is provided.
- Mixed ability group work where the children discuss problems in small groups.

- Class discussion lessons where members are encouraged to join in with their personal opinions.
- The use of differentiated tasks allowing children of different ability levels to work at their appropriate pace.
- The use of role-play in studying contentious issues.
- The use of audio visual aids in presenting material to the children.
- The use of fieldwork where possible so that children gain first hand experience of local and contrasting environments.
- The integrated use of ICT within geography lessons.

Geography and Inclusion

At Moorside we teach history to all children, whatever ability and individual needs. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, greater depth, and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable all pupils to have access to the full range of activities involved in learning history. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in history or plan work which draws on the content of other subjects.

Where children are to participate in activities outside the classroom, such as a visit to a museum or historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, dress up in costumes from different countries or create their own maps, demonstrating their knowledge. Teachers in KS1 and KS2 will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to

help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Once a whole unit of work is completed the children take a mini quiz and we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. The subject leader keeps samples of the children's work for each year group in a portfolio which shows the expected level of achievement in geography in each year of the school.

Resources

We have adequate resources in our school with support from the internet, to be able to teach all the geography units in the skills based curriculum. Resources tend to be kept in the classrooms where they are most likely to be used. The subject leader keeps an inventory list which identifies the locations of geography resources within the school. In the library there is a selection of topic books dedicated to history. As funding becomes available, new resources will be added. These will support the themes chosen by teachers to enable them to teach a creative curriculum.

Monitoring and Review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead and direction for history in the school.

This policy document will undergo a regular review (annually) to assess its value as a working document and to reflect any changes in practice. Upon review, those areas which may not have worked well will be modified according to experiences that have taken place.