



Geography Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

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Geography Policy Contents

Section	Page Number
Introduction	3
Aims and objectives	3
Policy	3 - 4

Geography Policy

1. Introduction

- a) The study of geography should inspire in pupils a curiosity and fascination about the world and its people. The teaching of geography equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- b) At Stamford Green, children will become aware of their role in the wider community and the impact of their behaviour on the environment. This will be achieved through understanding of and engagement with an 'eco' agenda.

2. Aims and objectives

- a) The National Curriculum for geography aims to ensure that all pupils:
 - i. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
 - ii. 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.
 - iii. Are competent in the geographical skills needed to:
 - I. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - II. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - III. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

3. Subject Content

- a) The National Curriculum defines four key areas that form the basis for programmes of study for geography in both Key Stage 1 and Key Stage 2. These are:
 - i. Locational knowledge;
 - ii. Place knowledge;
 - iii. Human and physical geography;
 - iv. Geographical skills and fieldwork.
- b) Guidance is given on how skills are developed across the key stages, building on and extending prior knowledge.

4. Subject Organisation

- a) For all year groups, the requirements of the geography curriculum have been mapped into the school's theme-based learning; some themes will have a greater geography content than others. This approach gives children the opportunity to contextualise their geography learning within the broader learning experience.
- b) Where possible, learning outside the classroom will be encouraged so that children can experience their locality and use the school grounds and local area to develop their geographical skills.

5. Special Educational Needs and Disabilities

a) We provide for all children so that they achieve their potential in the learning of geography according to their individual abilities. See SEND Policy for further information.

6. The role of the Geography Leader

a) The leader is to:

- i. Take a lead in the development of policy and the implementation of the geography curriculum.
- ii. Have an overview of geography teaching throughout the school.
- iii. Take a lead in the development of the 'eco' agenda throughout the school, engaging staff and children appropriately.
- iv. Support colleagues in their development of planning and implementation of geography in assessment and record keeping activities.
- v. Take responsibility for ordering, storage and the updating of geography resources, including online resources.
- vi. Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.
- vii. Monitor progress through consultation with colleagues, classroom observation and scrutiny of children's Discovery books.
- viii. Liaise with other members of staff, e.g. PSHER, science and Eco leaders, to develop cross-curricular learning using the eco agenda at Stamford Green.

7. Assessment and target setting

a) Opportunities for assessment will be identified when planning.

b) Children will have regular teacher assessment in line with our Assessment Policy.