



Introduction:

Geography raises and answers questions about the human and natural worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom. As pupils encounter the studies of different societies and cultures, they begin to recognise how nations rely upon one another, which can inspire them to think about their rights and responsibilities to other environments.

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 man-made environments.

Objectives:

To be able to extend children's awareness of and develop their interest in their surroundings, leading to the identification and exploration of features of the local environment.

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

To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood, available in paper format and those available to them interactively, such as Google Maps, 'Digimaps' and Google Earth on the iPads.

To be able to apply simple techniques of map reading and interpretation.

To help pupils to act more effectively in their environment as individuals and as members of society.

Learning Across the National Curriculum:

The National Curriculum, which has been newly implemented in 2014, promotes learning across the curriculum in a variety of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of Geography, through the Lancashire Curriculum, can contribute effectively to our children's whole child development and learning.

Delivering the Geography Curriculum:

Foundation Stage:

Geography is delivered to the Nursery and Reception pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic based approach at various points throughout the academic year.

Key Stages 1 & 2:

Geography Policy



At Delph Side we continue the teaching of Foundation Subjects, including Geography, as a creative, cross curricular approach throughout the year. We base our teaching on the use of National Curriculum Programmes of Study and the development of Geographical skills.

Teaching Approaches:

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

- A) Teacher guided sessions, where information is provided.
- B) Mixed ability groups where children discuss problems in small groups.
- C) Class discussions lessons.
- D) The use of differentiation, allowing children of differing abilities to work at their appropriate pace and level.
- E) The use of audio-visual aids in presenting material to the children, such as DVD's IPads/and/or the internet
- F) The use of field work where possible so that children gain first hand experience of local and contrasting locations.
- G) The integrated use of ICT within the lessons.
- H) The use of outside speakers with relevant experience.
- I) A range of cross curricular writing opportunities.

Curriculum:

At Delph Side we are pleased to be using the Lancashire Curriculum which incorporates all the statutory teaching and learning implemented in the curriculum. It is a theme based learning approach, across the curriculum, includes a skills based learning for each year group and is an exciting and purposeful way of ensuring our children at Delph Side are obtaining a Curriculum that is enjoyable, interesting and fulfils all the statutory guidelines. The subject leader will review the impact of the Geography curriculum.

Pupils work is marked using the green and pink marking policy that we follow at Delph Side using appropriate reference to the learning objective and the 'next steps' children need to follow to continue to improve.

Curriculum leaders are responsible for monitoring the progress of the teaching of Geography and, during a focus week and throughout other points in the year, collect samples of the children's work, scrutinise the work and review and re-write the action plan. Class teachers complete half termly assessments on Otrack against age related expectations, grading children as 'Working towards', 'Working at' or 'Working at a greater depth' standard. This monitoring and evidence provides accurate data as an overview of the teaching of Geography at Delph Side.

From the data, the subject leader is able to write an Annual Report to Governors, considering all contributing factors to a child's development and presenting the data accordingly.

Foundation Stage reporting appears within the Knowledge and Understanding of the World and is recorded throughout the Nursery and Reception years.

Geography Policy



Enrichment:

The subject leader identifies needs from data and observations and leads 3 after school clubs a year to develop skills, e.g. Digimaps.

Inclusion and the Geography Curriculum:

Teachers take account of the three principles of inclusion that are set out in the National Curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Fieldwork:

This is a vital ingredient of the Geography curriculum. Where possible children are provided with opportunities to study and develop geographical skills in the outside environment.

Equal Opportunities:

Children, irrespective of ability, race or gender, are given full access to the Geography Curriculum. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Policy updated: Spring 2017
To be reviewed : Spring 2019