

North Stainley CE Primary School Geography Policy



Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at North Stainley C.E.Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

Our Aims

Through our teaching of geography we aim to:

- ✧ stimulate pupils' interest in and curiosity about their surroundings
- ✧ increase their knowledge and understanding of the changing world
- ✧ encourage pupils to ask questions and propose solutions to environmental problems
- ✧ develop pupils' competence in specific geographical skills
- ✧ foster a sense of responsibility for the earth and its resources

Through Geography we can also:

- ✧ Improve pupils' skills in literacy, numeracy and ICT
- ✧ Develop pupils' thinking skills
- ✧ Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- ✧ Develop pupils as active citizens

Entitlement

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the programmes of study which can be found in 'The Skills Based Curriculum' by Chris Quigley, appendix 1.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Fieldwork may have to be adapted to individual requirements.

Equal Opportunities

In line with our ***Equal Opportunities Policy*** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

When teaching geography we:

- ✧ Always explain what we want pupils to know, understand and be able to do through the geography they are about to do
- ✧ Often use a key question to direct pupils' thinking / enquiry
- ✧ Vary the resources and activities to ensure each pupil can learn effectively
- ✧ Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

The role of the geography co-ordinator is to:

1. Support colleagues in teaching the subject content and developing the detail within each unit.
2. Renew, update and complement resources needed to deliver the curriculum, within budget restraints.
3. Audit current practice.
4. Develop assessment and record keeping to ensure progression and continuity.
5. Keep abreast of developments in geography education and media usage.

To assess pupils' progress in geography we:

- Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make termly and end of key stage judgements using the levels of attainment statements.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

Health and Safety

This needs to be read alongside our **Health and Safety Policy** and **Off Site**

Activities Policy.

Monitoring and Evaluation

To monitor and evaluate geography the head of department:

- ✧ Monitors teachers' medium term planning
- ✧ Reviews resource provision
- ✧ Works co-operatively with the SENCo
- ✧ Discusses regularly with the headteacher the progress with implementing this policy in the school

Author: Maggie Wilson

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Signed: (Chair of Governors) _____

Date _____

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