



Beechwood Primary School

Geography Policy

Aims:

At Beechwood we believe the essential characteristics of geographers have:

- An excellent knowledge of where places are and what they are like
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- The ability to reach clear conclusions and develop a reasoned argument to explain findings
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques
- A passion for and commitment for the subject, and a real sense of curiosity to find out about the world and the people who live there
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Curriculum Planning:

In Foundation Stage planning is completed in line with the Early Learning Goals. In Key Stage One and Two planning is completed in line with the new National Curriculum (Sept 14) where it is incorporated into the Medium Term Planning. This is monitored to ensure that all objectives are covered and that there is clear progression.

Teaching and Learning:

Pupils in Foundation develop their geographical awareness through the Understanding of the World Early Learning Goal. Children learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Pupils in Key Stage One should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils in Key Stage Two should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and

physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Subject Specific Resources:

The relevant resources for each topic are kept in clearly labelled Topic Boxes in the Resource Room.

Differentiation:

Differentiation is an essential element of good planning. Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Able, Gifted and Talented:

These children have been identified by staff and placed on the A, G and T register – they receive a provision map in order that their skills can be developed. At present the support given to other pupils in class, in order to properly develop their skills, is usually undertaken by the class teacher who has organised the class groups with this in mind.

Assessment:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study. Assessment in Foundation Stage is against the Early Learning Goals. Assessment in Key Stage One and Two is against the three essential learning objectives

- To investigate places
- To investigate patterns
- To communicate geographically

Assessment of writing should be cross-curricular and there should be evidence of independent writing tasks within Geography lessons.

Parents are informed of children's progress in Geography in the end of year report.

Equal Opportunities and Inclusion:

All staff at Beechwood Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity, disability and social circumstances; have access to and be given opportunities to make the greatest progress possible while at school.

SEN:

The aim is to ensure that all pupils make progress and gain positively from each Geography lesson. All teachers aim to:

- Plan lessons so that all pupils can be included
- Use a range of resources, including the use of ICT, effectively to allow access to whole class or group work
- Differentiate tasks or activities
- Organise the class and deploy staff to support groups or individual needs

Health and Safety:

When working with equipment, tools or materials pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To manage their environment to ensure health and safety of themselves and others
- To explain the steps they take to control risks e.g. specific storage of equipment

Geography across the curriculum:

We see Geography as a natural context for the development of English, maths and other subjects. Teachers will identify opportunities in their medium and short term planning to support the development of these skills.

Monitoring and Evaluation:

Portfolios of levelled work, displays, trips and other relevant information are kept for the purpose of monitoring and moderation.

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Reviewed: November 2014

Review: November 2016

Chair of Curriculum & Welfare: _____

Head Teacher: _____