

Geography Policy

Introduction

This policy outlines the learning, teaching, organisation and management of Geography at Maple House School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Executive Headteacher and Head Of Education.

Our Aims

Through our teaching of Geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the different communities and cultures within Britain and the world - and how these relate to each other.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems within Maple House School and the wider world.
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds, earth, its people 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 and Equal Opportunities

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture.

Strategies for the teaching of geography

Learning and Teaching in Geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

The Geography curriculum at Maple House School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

The role of the Lead Teacher is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of geography.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in the teaching and learning of geography.

Assessment

Opportunities for assessment will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within Geography. The assessment of Geography is through our Year specific assessment grids.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT.

Health and Safety

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

Monitoring and Evaluation

The teaching and learning of geography will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.

Policy review

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2024

Next review (or before): September 2025

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

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