

Geography Policy

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Geography Policy

Document Purpose

This policy reflects the values, ethos and philosophy of The Staffordshire Schools Multi-Academy Trust in relation to the teaching of Geography. It gives a framework within which all Directors, staff and children work together and it gives guidance on planning, teaching and assessment.

The Geography Policy is very much an ongoing, working document and as such it reflects both the practises that are carried out and those to which the school is striving.

Subject Aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

can 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

can 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

can be competent in the geographical skills needed to:

can collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At The Staffordshire Schools Multi-Academy Trust, we aim to make the learning of Geography fun, exciting and challenging. Teaching and learning activities will be varied and this will cater for the different preferences of children in a class and prevent the subject becoming monotonous and boring.

Methods used will include Teacher presentation, Class or group debates and discussions, individual and group investigation/research work, question and answer sessions, the use of T.V., radio, audio tape and the use of role play, drama. In addition, children will be exposed to a variety of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems.

The recording and presentation of pupil learning and discoveries will also be varied. These might include written, oral or visual means. Wherever possible (and within economic constraints) the children will have the opportunities for hands on experiences e.g. field study, visits to relevant places of study e.g. Cannock Chase, Carsington Water, Lichfield, Burton-on-Trent.

Visitors with relevant knowledge will be asked in to school to talk to or be interviewed by the children, including members of the local community.

Links are made with other curriculum areas e.g. English, History, Science, Religious Education, Art and Design. I.C.T. will be used wherever possible throughout the Geography curriculum.

Access/S.E.N.

We believe that all children should have access to the curriculum. All the work will be differentiated to cater for the different abilities contained within a class and where necessary teachers will set individual work appropriate to an individual child's needs and stage of development. Appropriate educational aids will be used to benefit and help any pupil with special educational needs.

Whole School Policy

The Geography curriculum has been developed to ensure its integral part of the "whole school" approach to children's learning.

Equal Opportunities

The full range of activities in Geography will be made available to all children, irrespective of race, gender or physical disabilities.

Assessment

There are no statutory tests for Geography at Key stage 1 or 2. The National Curriculum set down 'level descriptions.' Teachers "should judge which description best fits the pupil's performance" Formative and diagnostic means of assessment will be used.

Formative assessment

The progress of pupils is determined by regular and continuous judgements which are made known to the pupils in order to aid them in their development (e.g. discussion of work as a topic progresses or at the end of a topic)

Diagnostic assessment

Teachers will use the most suitable means of assessment during the course of historical studies; these may be note taking on class presentations/drama work, assessment of the content and understanding shown in written work or class or group discussions. If it is appropriate, the teacher may decide to end the topic with an evaluation sheet or discussion to find out from the pupils the areas they enjoyed or that they found particularly difficult.

Dyslexia

The Staffordshire Schools Multi-Academy Trust is committed to supporting children with Specific Learning Difficulties (SPLD). Staff use a range of teaching strategies and resources in order to develop the individual. Currently The Staffordshire Schools Multi-Academy Trust has Full Dyslexia Friendly Status.

Recording and Reporting

The pupils' annual reports include a section on Geography.

Coverage of the programmes of study at key stages 1 and 2 is mapped over a two or three year cycle (depending on the combination of year groups) by the Geography co-ordinator. Evidence of this is retained in the main planning file.

Resources

There is a wide range of Geography resources in the Topic boxes (stored in the large Resources Room upstairs) and in the School Library.

Each class teacher is responsible for selecting appropriate resources for lessons but will be supported by the Geography co-ordinator who will be responsible for reviewing and updating resources annually or more frequently if required.

The Role of the Geography Co-ordinator.

The co-ordinator will endeavour to:-

1. identify and determine the aims and understanding of Geography, in consultation with the Headteacher (if not the Geography co-ordinator);
2. review the policy document on a regular basis;

3. ensure all staff are aware of, and follow, the Geography policy;
4. produce a scheme of work for Geography with outline guidance for each year/class group;
5. review and update the Geography scheme of work;
6. be a resource to all staff in aspects of Geography planning;
7. ensure the requirements on reporting on Geography are met;
8. identify resource needs, maintaining Geography budget spending within agreed priorities;
9. maintain the designated area for Geography resources/Geography topic boxes;
10. review a development plan for Geography when required, in consultation with the Headteacher (if not the Geography co-ordinator);
11. attend relevant meetings/updates/courses and read relevant, recent publications;
12. liaise with advisers, LEA, Directors as appropriate on curriculum matters relating to Geography.