



Silverhill Primary School  
Policy for Geography

Curriculum

September 2015

Review September 2019

### **AIMS**

To stimulate children's interest in their surroundings

- To develop children's knowledge of places and environment throughout the world
- To develop an understanding of maps and direction
- To enhance children's sense of responsibility as an individual and as part of a community for the care of and contribution to the local environment
- To make children aware of the part that both they and other people play in the making and shaping of environments around the world

The Scheme of Work is established within a rolling programme of topics to facilitate mixed year group classes. The Scheme of Work in our school:

- Emphasises environmental understanding
- Takes into account the school's location
- Acknowledges Geography's contribution to Numeracy and Science
- Takes into account the pupil's own travel experiences/knowledge

### **TEACHING**

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, environmental change and sustainable development.

- The children are encouraged to be observant of their surroundings and to comment on their observations. They work individually, in pairs, in groups and as a class.
- They have ready access to their immediate environment and undertake visits into the school grounds and local community to develop fieldwork skills.
- They are taken on relevant school trips further a field.
- They are encouraged to share their experiences of the wider world and its communities.
- Their work and investigations are celebrated in classroom and whole-school displays alongside clear topic objectives.
- They use and make simple maps and plans and have access to printed maps, plans, atlases and globes as well as photographs, videos, appropriate TV programmes, computer software and the internet.
- The children use ICT where appropriate to gather information, record results and present findings

## **LEARNING**

Children learn best when:

- They have access to first hand resources and undertake fieldwork
- They have access to maps, plans, globes and photographs
- They listen to and interact with stories from around the world
- They are able to use non-fiction books for research
- They are shown, or use independently, ICT resources
- Visitors are invited to the school

## **PLANNING**

The KS1 and KS2 geography curriculum maps indicate how the National Curriculum requirements are covered through to year 6.

Geography is taught each term as part of an overall topic theme in KS1 where it is 'blocked' for 2-3 weeks. In KS2 it is taught as a separate topic where it is 'blocked' for 2-3 weeks or taught over a half term. Class teachers list specific learning objectives and skills of each lesson in short-term plans.

## **ORGANISATION**

Organisation of the lesson is in class groups using teacher-led questioning to initiate open-ended tasks. The pupils are arranged in a variety of ways to suit the tasks. Opportunities to identify the information covered and answer the questions posed at the beginning of the lesson are given in the plenary.

## **SPECIAL EDUCATIONAL NEEDS**

It is important that the geography curriculum is made accessible for all pupils resulting in being differentiated by the class teacher to suit the individual needs of the pupils. This may include adapting the materials and using additional adults as appropriate.

## **GIFTED AND TALENTED PUPILS**

Pupils who are more able have the opportunity to work on challenging activities. This is part of their current unit of work, requiring the class teacher to differentiate activities, enabling these pupils to undertake more complex or independent methods of enquiry.

## **EQUAL OPPORTUNITIES**

In Geography, as in other curriculum areas, consideration is given to the principles of inclusion. All pupils are given equal opportunities to participate in work and materials used reflect equal opportunities in society.

## **RESOURCES**

The geography resources are stored centrally in a resource area in labelled boxes. Further reference materials may be found in the library.

### **ASSESSMENT, RECORDING AND REPORTING**

As pupils progress through each unit of work, teachers complete an assessment and skills sheet, which records their understanding of that unit of work. This is based upon the pupil's oral and written contributions to lessons and is passed on to their next teacher.

Each year a written report of progress and achievement is included in the annual report sent to parents.

### **LINKS TO OTHER SUBJECTS**

Within the *Geography* curriculum there are strong links to many curricular subjects such as Literacy, Maths, ICT, RE, History, PHSE and Music.

### **REVIEW OF POLICY**

An annual review of the schemes of work and policy, together with the resources takes place in year groups or staff meetings.