

Kentmere Academy and Nursery

Geography Policy 2016/2017



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Mission statement

We are proud to be a happy, diverse and inclusive school where everybody matters.

School Aims

- **H**elping to challenge inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide History as part of the National Curriculum for all registered pupils.

Philosophy

The role of geography is to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. It is concerned with the past, present and future and helps pupils to make sense of the outside world. Geography is about seeing, doing, enquiring and experiencing.

Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. 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.

At Kentmere Primary Academy we believe in the importance of Geography as stated in Geography, The National Curriculum for England, 2014 pg 184:

Purpose of study

“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.”

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;
- Provide pupils with accurate geographical vocabulary to aid independent research;
- 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, mathematics and ICT;
- Develop pupils' thinking skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- Develop pupils as active citizens.

Teaching and Learning Styles:

We use a variety of teaching and learning styles in our geography lessons which are in line with our policy for teaching and learning, where provision is made for all learning styles. The basis of this begins with the 'Big Picture', which stimulates the children to ask questions about the topic area, develop hypotheses and to research the answers.

In line with the new curriculum (2014) and outlined in the Focus documentation, children are provided with an 'awe and wonder' experience to foster an immediate interest in their subject area. They are then provided with opportunities to enhance their curiosity.

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 children fully understand what they are learning, how they learn and how well they are progressing.

Teaching Geography to children with special needs

At Kentmere Primary Academy we recognise our responsibility to provide a broad and balanced curriculum for all our pupils. Through our geography teaching we provide learning opportunities that match the needs of children with specific learning needs and those children who are gifted and talented. We take into account the targets set for individual children in their Individual Education Plans (IEP's).

As teachers we make sure we:

- Set suitable learning challenges.
- Respond to pupil's diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Assessment

We assess the children's ability in Geography by making informal judgements as we observe the children during lessons, in line with the school's assessment policy document. This information helps keep a child centred approach to planning geography activities to aid each child's progression through each skill. A copy of the geography assessments is then passed onto the coordinator, who is able to track each child and their experience throughout the school.

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, practical

fieldwork, video/audio presentations, factual recall, observations, display work and role-play may provide a basis for assessment.

Roles and Responsibilities:

The Geography subject leader will be responsible for:

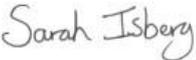
- Feedback to the governors on monitoring undertaken by the subject co-ordinator.
- Reviewing and updating the Geography policy and scheme of work.
- Monitoring the teaching and learning of History on a regular basis.
- Purchasing Geography resources.
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective Geography teaching activities in their short and medium term planning.
- Assessment and levelling of pupils in accordance with school assessment policy.
- Informing the Geography Subject Leader of any resources required for their particular class.

The Head Teacher will be responsible for:

- Supporting the Curriculum co-ordinator.
- Allocating the budget.

Signed:  Sarah Isberg (headteacher)

Date: January 2018

Agreed by:  Simon Day (Chair of Governors)

Date: January 2018

Review January 2019