



Geography Policy

September 2019

Intention

The primary intention of the Geography curriculum should be to engage and inspire children to want to learn about the world and its diverse natural and human environments by teaching through a range of interesting topics so that children can make connections and build on their knowledge as they progress through year groups. The intention is to ensure a broad range of geographical topics mapped over 2-year cycles.

Implementation

The curriculum should be implemented using a range of teaching strategies and materials including:

- Reading resources such as books and atlases
- Looking at photographs including aerial photography
- Visits to local places of geographical interest
- Visits to museums and exhibitions
- Fieldwork
- The observation and handling of equipment used to study the planet
- Challenging tasks within the classroom
- Links to other subjects such as Science, Maths and English
- Use of film and video
- Podcasts and radio broadcasts
- Reading, drawing and using maps
- Using compasses
- Recording and analysing weather data
- Examining natural materials

Impact

The expectation is that children's written work in Geography should be as of the same high standard as work in literacy and other subjects. Evaluations of children's progress in Geography should be made based on their ability to:

- Write about the natural world, its diverse environments and its inhabitants
- Make connections between the changing environment and human impact
- Record and evaluate data
- Demonstrate using equipment
- Form and express and articulate personal opinions
- Produce accurate diagrams
- Know where countries, continents and places are on a map

Equal Opportunities

When teaching Geography, teachers should ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- Planning creative and open tasks tailored to both written and spoken responses.
- Setting challenging tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements.