



Teachers plan from the Intent and the Implement document (see appendix)

## **Our objectives for pupil learning**

We aim to:

- Teach the children the skills of geographical enquiry to enable them to understand places, patterns and processes. Pupils make use of a variety of secondary resources such as maps, statistics, graphs, pictures and aerial photographs.
- Wherever possible, involve the children in 'real' geographical and environmental activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.
- Teach the children to understand how the environment changes due to human and natural impact.
- Teach the children about their responsibility for the preservation of their own environment (sustainable development)
- Stimulate children to make enquiry about the world- encouraging them to ask, as well as answer, geographical questions.

## **Teaching and learning in the classroom**

- Subject content is defined by the National Curriculum (2014)
- Learning objectives are matched to the needs and abilities of the children in each class. Note is taken of Individual Education Plans (POPs) for children with special needs
- It is recognised that there are children of widely different geographical abilities in all classes, and we aim to provide suitable learning opportunities through the Basic, Advancing and Deep approach. Some fieldwork may take place beyond the boundaries of the school if appropriate
- Geography fieldtrips provide links to the local community- children have the opportunity to understand the relationship between people and their environment
- Visits are encouraged to allow children to experience environments first hand. In the Foundation Stage and at Key Stage 1, all children carry out an investigation into the local environment and are given opportunities to observe and record information around the school site

## **Assessment and Record Keeping**

- Class and group assessments will be made by class teachers These will be built into planning where appropriate.
- At the end of each term, children complete an online Lumio assessment.
- Subject Builders are used to ensure all children are secure with key knowledge at the end of each phase
- Teachers complete a termly grid which links units completed to a strand from the National Curriculum

## **Monitoring and Evaluation Procedures**

- The Geography Leader will carry out evaluations during an academic year and share findings.

## **Equal Opportunities and Differentiation**

- All children are encouraged to take an active part in the subject
- Appropriate skills and activities will be offered to all children, regardless of gender or race

## **Inclusion**

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum.

## **Resources**

- We will avoid mono-cultural and other stereotypes in our teaching
- Art resources are kept in the cupboards in an area in both KS1 & KS2
- Children are encouraged to take care of the resources and keep them in good condition
- Staff are consulted in the purchase of resources for each unit

## **Roles and Responsibilities**

- The Headteacher will ensure the Geography subject leader is working in accordance with the post-holder's job description. They will ensure that the policy is used by all staff, and is regularly updated.
- The Geography Leader will work alongside the Head to ensure progression in Geography. S/he is responsible for the maintenance of the Geography equipment and the purchase of new resources. S/he will keep up to date with developments and, as far as possible, be a resource for the teaching of Geography within the school.