

Eversley Primary School  
Geography Policy

**Date:** June 2017

**Review Date:** June 2019

### **Introduction**

This policy outlines the teaching, organisation and management of geography taught at Eversley Primary School.

### **Aims (In line with the 2014 National Curriculum)**

**We teach geography to ensure that all pupils:**

- 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
- 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
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Geography and the Creative Curriculum**

**Through teaching geography as part of the Creative Curriculum we can:**

- develop pupils' skills across the curriculum, especially in literacy, numeracy, ICT, PSHE and history;
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- help pupils to develop a sense of identity and citizenship
- to embed pupils' awareness of the importance of values in different cultures across the world
- enable pupils to transfer skills learnt into different aspects of their learning

## **Teaching and Learning**

### **When teaching geography teachers will:**

- always explain the learning objective and the skill being acquired;
- often use a key question to direct or inspire pupils' thinking about a place;
- use a range of resources and activities in order that each pupil can be effective in learning about places;
- use starters and plenaries to ensure pupils fully understand what they are learning, how they learn and how well they are progressing
- ensure that pupils learn in a variety of ways, both in and outside of the classroom (inclusive of fieldwork)

### **In learning geography pupils will:**

- use a range of resources such as people, the local environment, visits, photographs, maps, atlases, written materials, ICT, TV / video extracts;
- investigate significant issues about places; work in a variety of contexts - individually, in groups, as a class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, a range of writing styles / genre, timelines, maps;
- begin to pose and investigate their own questions about different places
- carry out fieldwork

## **Curricular targets**

### **At the beginning of every geography lesson we:**

- engage pupils in a starter which focuses on a school curricular target. This aims to improve pupils' knowledge of places in Great Britain and the wider world.

## **Assessment**

### **To assess pupils' progress in geography we:**

Assess pupils strengths and next steps for development using milestones. Each term, teachers use assessment grids to identify pupils who are not achieving the milestone (expected progress) and those pupils exceeding the milestone. All of the assessment is based on the 2014 National Curriculum expectations. All of this information is passed up with the pupil throughout their time at school.

## **Monitoring and Evaluation**

### **To monitor and evaluate geography, the subject leader:**

- carries out work and planning scrutinies;
- observes lessons;
- carries out pupil interviews;
- reviews provision of resources;
- supports with teaching and learning and CPD

## **Resources in school**

These are updated regularly and as appropriate. Texts, maps, atlases, videos, photographs, ICT are some examples of the resources in school. Most resources are kept in classrooms in accordance to the topics being taught. Other more general resources are located in the cupboard on the stairs in the junior building.

## **Equal Opportunities**

All children are provided with equal access to the geography curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or ability/disability.

Humanities subject leader: Claire Sykes