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Introduction

This policy outlines the teaching of Geography at our school. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

Intent

The teaching of Geography falls under the school's general curriculum intent. More specifically, 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
- 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, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of cultural, spiritual and moral issues
- Develop pupils as active citizens
- Develop an understanding of British Values.

Implementation

Geography is a foundation subject in the National Curriculum 2014. The school's geography curriculum is based on the fundamental knowledge, skills and understanding of the subject that are set out in the National Curriculum programmes of study. Underlying all aspects of the curriculum at Offley is the principal that geography investigates human and physical features and processes and considers how these features and processes in turn impact on people and the environment.

At Offley, the programme of study is broken down into an understanding of processes, skills, knowledge and vocabulary and this is set out in the Geography Progression documents. In addition, key geographical facts have been identified for each topic and teachers incorporate opportunities to learn, reinforce and revise these facts throughout the topic and wider curriculum. Geography is taught as a


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discrete subject under the umbrella of a wider topic. Cross-curricular links will be made wherever possible.

Teachers are responsible for teaching the appropriate processes, skills, knowledge and vocabulary within the context of topics across the year. Teachers produce a topic overview that is archived at the end of the topic for future reference to check prior learning for a year group or to support the development of topics over time.

Teachers will:

- Plan opportunities for children to investigate significant geographical concepts and develop geographical skills, knowledge and vocabulary.
- Always explain what we want pupils to know and understand through the geography they are about to do. Lessons may begin with a key question to direct pupils' thinking / enquiry.
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain our surroundings and our effect on them.
- Ensure students understand what they are learning, how they learn and how well they are progressing.
- Use a wide range of resources and sources including people, the local environment, sites, maps, atlases and globes, photographs, written materials, ICT based materials, data, TV / video extracts, texts, sites, primary sources.
- Incorporate fieldwork whenever possible with a minimum of one fieldwork opportunity each academic year.
- Provide opportunities for children to work in a variety of contexts - individually, in groups, as a whole class including undertaking fieldwork as a purposeful and integral part of the curriculum.
- Encourage children to pose and investigate their own questions about places and people.
- Vary the ways that children present their knowledge and understanding such as through various writing styles / genres, graphs, drama, art, models, collage, timelines, sketches, maps.

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Entitlement and Equal Opportunities

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. In line with our ***Equality Scheme and School Vision and Christian Values*** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Learning and Teaching in geography will be in line with the school's ***Teaching and Learning Policy***, where provision is made for all learning styles.

Impact

To assess pupils' progress in geography we:

- Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using agreed progression criteria developed within the school.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

To monitor, evaluate and develop the subject the geography co-ordinator:

- Reviews long term plans to ensure appropriate coverage and supports teachers to select and develop the detail within each topic.
- Monitors teachers' medium term planning and topic overviews.
- Monitors teaching and assessment to ensure parity across the school.
- Works co-operatively with the SENCo.
- Develops assessment and record keeping to ensure progression and continuity.
- Reviews resource provision.
- Keeps abreast of developments in geography education.
- Discusses regularly with the head teacher and the geography link governor the progress with implementing this policy in the school.

Health and Safety: This needs to be read alongside our ***Health and Safety Policy*** and ***Off-Site Activities Policy***.