**Geography Policy**

*Jesus said “You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put in under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in Heaven. ”*

*(Matthew 5: 14-16) (taken from the Sermon on the Mount)*

We want our children to shine brightly in all that they do and be a good example to others through our Geography curriculum.

Geography 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 - National Curriculum.

1. **AIMS**

Geography aims to provide pupils with an opportunity to study the world and the human and physical processes which help to shape it. Pupils have a chance to study their local area and contrast it with other places around the world. Geography enables children to gain a greater understanding of the lives and cultures of people from around the world.

1. **TEACHING HISTORY AND GEOGRAPHY**

Geography starts from the child’s immediate environment and the child’s own effect on that environment. Through visits into the local community, their egocentric world is extended through first hand experiences, building up their geographical knowledge and skills. As they become able to tackle more abstract ideas they move onto studying places around the world, hot and cold countries, thinking about what it is like to live there, how we can look after our environment and looking in more detail about what our environment is like. In Geography, we encourage children to ask as well as answer questions and offer them the opportunity to use a variety of methods to gain information. This includes maps, data, fieldtrips, photos, pictures, geographical equipment. Wherever possible, the children take part in practical activities to experience hands-on geography.

1. **CROSS CURRICULAR LINKS**

The Geography topic provide many opportunities for cross-curricular links with other areas of the curriculum. Geography has strong links with computing and digital literacy. There are various opportunities to use the internet for research and the computers can be used for writing and presentation purposes. There are also many ways to link Geography with Literacy, such as writing reports, fact files, postcards etc. Links with Numeracy can be achieved through work on handling data etc.

1. **PLANNING**

Geography is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in Geography, adapted to our local context. We make use of some Oak Academy unit plans but we have adapted the content of the units to reflect our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term during Early Years and Key Stage 1. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Our medium-term plans give details of each unit of work for each term. These plans alongside the short-term planning list the specific skills to be taught in each lesson.

1. **BREADTH AND BALANCE**

A variety of skills and concepts are taught in each topic area. Over the key stages Geography is taught from a variety of perspectives: political, social, economic, religious, cultural and aesthetic. Content is selected, ensuring the children get a balance of knowledge and understanding of their own and other societies, religions, cultures and countries at KS2.

1. **ASSESSMENT**

We assess the children’s work in Geography by making informal judgements as we observe the children during lessons. We also make use of quizzes at the start and end of the unit as well as regular retrieval exercises to assess the depth of children’s understanding. Once the children complete a piece of work, we mark and comment as necessary. We use this information to plan future work.

1. **EQUAL OPPORTUNITIES AND INCLUSION**

All children at Abbey C of E Infant School are entitled to access the Geography programme of study at a level appropriate to their special educational needs, regardless of race, sex, religion, ethnic group, culture or ability. Every effort is made to ensure that activities are equally interesting to boys and girls and reflect our multicultural society. Full integration and participation is achieved for those children with specific physical needs by appropriate planning and differentiation by the class teacher.

Through the study of localities, cultures and countries, Geography takes an active role in promoting equal opportunities.

1. **RESOURCES**

Resources are available for Early Years Foundation Stages and Key Stage 1, with any new purchases made when budgets are available. Staff make requests for resources to aide in the effective teaching of topics throughout the year.

1. **STAFF DEVELOPMENT**

We believe that staff should possess the subject knowledge required by the National Curriculum and should be able to teach their topics with enthusiasm, confidence and enjoyment. We support staff development in this curriculum area through the attendance of courses and sharing ideas.

1. **ROLE OF THE SUBJECT LEADER FOR GEOGRAPHY**

The subject leader is responsible for the maintenance and development of Geography. The Geography subject leader is responsible for ensuring quality and raised standards in the subjects by:

* Playing an active role in the development of Geography.
* Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching and learning ideas.
* Monitoring and evaluating pupils’ work, pupils’ views on the subject, displays and teacher’s planning.
* For developing the progression map for Geography skills.
* Auditing and ordering