



GEOGRAPHY POLICY

The Beacon School

Geography Policy

Rationale

This policy outlines the teaching, organisation and management of Geography taught and learnt at The Beacon and should be read in conjunction with the National Curriculum programmes of study. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children whatever their ability. The majority of pupils who attend The Beacon require a curriculum that is taught in a practical, meaningful, age-appropriate way which is matched to pupil's individual needs. Pupils are provided with the opportunity to learn through activities which stimulate their senses, and by interacting with people. The study of Geography should inspire in pupils a curiosity and fascination about the world and its people. Pupils should develop an understanding of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

Aims and objectives

- To inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- To learn about their own locality and identify similarities and differences to other locations.
- To encourage exploration and interest.
- To develop pupil's understanding of the environment and its changing nature, and promote a personal responsibility towards it.
- To build an awareness of the global implications of a changing environment.
- To understand how and why the immediate environment is changing.
- To understand why people live in certain locations and begin to develop empathy for and an understanding of how those people feel.
- To equip pupils with the geographical skills needed to be able to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- To equip pupils with the geographical skills needed to be able to collect, analyse and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

Principles of Teaching, Learning and Progression

The whole school curriculum is highly differentiated for the pupils at The Beacon. It is accessed according to physical and sensory development. Communication aids support pupil's access to equipment and ICT. Teaching and learning in Geography will be in line with the school's Teaching and Learning Policy where provision is related to all learning styles and attainment, not age.

Breadth and Balance

Our Schemes of Work are based on the Geography Curriculum programmes of study.

- Lesson plans focus on specific learning objectives and class teachers may discuss these with the Geography Subject Leader on an informal basis.
- Geography topics are planned to allow pupils to build on their prior learning and offer an increasing challenge as they progress through the school.
- Pupils are given the opportunity to take part in role-play, discussions and presentations to the class.
- Fieldwork is an integral part of teaching Geography and pupils are offered as many opportunities as possible to take part in practical geographical research and enquiry. This includes the environment around the child and the local area, within walking distance or a short bus journey as well as wider distances for travel.
- Teachers are aware of safety needs and make reference to the appropriate health and safety guidance and guidelines for educational visits.
- Pupils are given the opportunity to develop their Information Technology capabilities within the study of Geography.

Cross Curricular Skills and Links

The Beacon has devised an integrated curriculum which actively seeks to promote links between subjects. Our belief is that pupils find learning more meaningful when they are able to make links between subjects.

English

The teaching of Geography promotes the skills of reading, writing, speaking and listening, which makes a significant contribution to the teaching of English.

Mathematics

The teaching of Geography contributes to the teaching of Mathematics in a variety of ways, including; data handling, map making and direction and distance.

Science

The teaching of Geography supports the teaching of Science through the location of hot and cold areas in the world in relation to the Equator and the North and South Poles and the identification of seasonal and daily weather patterns in the United Kingdom.

History

The teaching of Geography supports the teaching of History through map skills and developing an understanding of the journeys made by people in the past and changes to the environment, past and present.

Art and Design

Art from different countries and cultures is studied as a starting point for pupil's own work.

Music

Pupils are offered the opportunity to listen to music from other countries as part of their work in Geography.

PE

Pupils have the opportunity to learn and create dance structure based on geographical themes.

ICT

The teaching of Geography includes researching information using the internet and recording and presenting information using word document and power-point.

Spiritual, Moral, Social and Cultural Development

Pupils are offered many opportunities to examine the fundamental questions in life through the medium of geography. Pupils learn about the changing landscape and environmental issues, leading pupils to ask questions about the evolution of the planet. Through teaching about contrasting localities, pupils are enabled to develop an understanding of inequality and injustice in the world. Pupils are supported to develop their knowledge and understanding of different cultures to avoid stereotyping others and to enable them to acquire a positive attitude towards others. Contribution to pupils' social development is made through the teaching of how society works to resolve difficult issues of economic development. Geography contributes to pupils' appreciation of what is right and wrong by raising many moral questions during the programme of study.

Equal Opportunities

Geography is presented in such a way that all pupils have access to the learning experiences. A sensory approach ensures that pupils interact with the real world in order to see changes in themselves and differences in time and place. The materials and resources used avoid stereotyping and bias towards gender, role or race. The Beacon has an Equal Opportunities Policy.

Health and Safety

All activities both within school and on educational visits follow the schools' Health and Safety Policy, individual pupil risk assessments and the KCC document; Management of off-site school visits.

Assessment and Recording

Work is marked in accordance with the school's marking policy and this process contributes to formative assessment in this subject. Pupils' work is also assessed by making informal

judgements through observations made during lessons. This helps to inform future planning. Pupils are given the opportunity for self-assessment and to reflect upon the knowledge and skills that they have developed.

Each pupil's progress is recorded and monitored. Please refer to the Monitoring Policy for teaching and learning.

Subject Leaders

Subject leaders ensure curriculum continuity and best practice for pupils in all key stages (EYFS – Sixth Form).

Subject leaders are responsible for ensuring practice matches policy and they have opportunities during the academic year to monitor and support learning and teaching within their subjects.

Resourcing

Funding will be within the school budget plan for each financial year. Monitoring processes identify resourcing needs and these are added to the subject development plan.

Conclusion

This policy should be read in conjunction with the following policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils work/Feedback/Marking Policy.

Equal Opportunities Policy

Health and Safety policy

Review

This policy will be reviewed annually.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date
1	Sept 2016	Review to single school.	Sept 2018