

CALSHOT PRIMARY SCHOOL

Geography Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Aims and Objectives

The national curriculum for *Geography* aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world
- Are competent in the geographical skills needed to: a) collect, analyse and communicate with a range of data gathered through the experience of fieldwork b) interpret a range of sources of geographical information and c) communicate geographical information in a variety of ways
- Develop their geographical knowledge and skills in an engaging and enjoyable manner

Provision of Teaching and Learning

At Calshot Primary School we use a variety of teaching and learning styles in *Geography* lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this in a manner, which caters for the needs of visual, auditory and kinaesthetic learners.

Curriculum

At Calshot Primary School, from Year 1 to Year 6, *Geography* is taught within the thematic curriculum, which promotes links between geography and other curriculum areas in order to provide a context for learning. The thematic approach means that pupils become immersed in the knowledge and language of the topic, which in turn promotes achievement across all aspects of the curriculum, in both core and foundation subjects.

The children access a range of skills taught from the Programmes of Study that encompass:

- *Geographical Skills* and fieldwork
- *Human and Physical Geography*
- *Place knowledge*
- *Locational Knowledge*

Inclusion

We endeavour to provide teaching and learning opportunities for **all** pupils, regardless of their level of ability, through a differentiated curriculum, which is matched to the needs of the individual child.

Assessment for Learning

Assessment is an ongoing, informal process, enabling staff to evaluate children's learning as they engage in a wide range of activities; this assessment is used to inform future planning.

Resources

There are a wide range of resources available in school, the majority of which are kept within the classroom, or in close proximity to the classroom. The *Geography Leader* is responsible for auditing resources and ordering replacement, or new resources, when required (within budget limitations).

EYFS

Please see the Early Years foundation Stage Policy for specific information with reference to this phase of the school.

This policy was ratified by the 'Achievement and Curriculum Committee' on 1st October 2020