

## **BURTON BRADSTOCK SCHOOL**

### **Geography Policy**

At Burton Bradstock School we deliver a creative curriculum where subjects are taught within a whole school theme, called a Learning Quest, each term. This approach encourages our pupils to use their imagination and make links across topics and subjects thereby giving depth and breadth to their knowledge as well as the ability to learn and apply a range of skills in different contexts.

### **Introduction**

*“A high-quality geography education 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 physical and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscape and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”*

National Curriculum 2014

### **Aims**

We aim to help pupils develop:

- a sense of wonder at the beauty of the world around them;
- knowledge and understanding of places and themes including patterns and processes, environmental change and sustainable development;
- geographical skills, including enquiry;
- a sense of identity through learning about the U.K. and its' relationships with other countries;
- a sense of responsibility for the care of the Earth and it's people.

### **Planning**

We operate a planning procedure agreed by the whole teaching staff, based upon the National Curriculum for Geography and Foundation Stage. We develop termly and weekly plans which give details of appropriate activities and outcomes, and assessment opportunities.

## **Equal Opportunities**

The teaching of Geography will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Geography for those children with Special Educational Needs, including the able and talented, and may require extension activities, through small group work and through the use of Teaching Assistants' help where available.

## **I.C.T.**

Opportunities for using I.C.T. available in the classroom and the school will be built into the planning, delivery and assessment of this subject.

## **Evaluation and Assessment**

The assessment of Geography is an integral part of teaching. It allows teachers to identify what has been learned and to monitor pupils' progress. Children's work and performance will be assessed according to the agreed school policy. The teacher passes on relevant information to other teachers. Staff hold termly parents meetings and written annual reports are forwarded to parents in the summer term.

## **The Role of the Geography Co-ordinator**

- To purchase, organise and maintain teaching resources.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LA, Cluster groups, MAT or other colleagues.
- To provide guidance and support in implementing NC and EYFS, and schemes of work.
- To advise the Headteacher of action required to develop the subject.
- To contribute to the school's Annual Cycle of Self Evaluation as identified in the Improvement Policy.
- To offer specialist advice and knowledge for special needs and able and talented pupils.
- To encourage ways of involving parents in their children's learning
- To monitor planning, teaching and learning.

The over-riding task must be to provide support for all who teach this subject and so improve the quality and continuity of Geography teaching and learning throughout the school.