



KRISHNA AVANTI

Excellence · Virtue · Devotion

‘I will give teachings to all and live by what I teach.’

Lord Chaitanya

Geography Policy

Approved: November 2019

Review Date: November 2022

INTRODUCTION

“Geography is the subject which holds the key to our future.”

Michael Palin

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares learners for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As learners study geography they encounter different societies and cultures. This helps them to realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and their environment.

AIMS

At Krishna Avanti Primary School we want our learners to develop knowledge of people and places and to understand the physical, social, and economic forces which shape places and lifestyles. We will strive to achieve this by:

- teaching the geographical skills and knowledge laid down in the National Curriculum
- encouraging learners to ask geographical questions
- providing opportunities to use a variety of secondary sources including maps, plans, globes and the internet to find information
- providing resources and opportunities beyond the classroom to develop skills
- enabling the learners to develop their knowledge and understanding of the world they live in through investigation of that world
- promoting positive attitudes towards, and an enthusiasm for, Geographical work in school

LEARNING AND TEACHING

Teachers will employ a range of teaching strategies that are as active and as practical as possible, including:

- whole class teaching
- collaborative work
- individual or paired activities

The learning opportunities are varied in order to suit all styles of learning and abilities by:

- setting open ended tasks with varying outcomes
- setting tasks at a variety of levels providing support

The school uses Cornerstones to engage children in their learning through cross-curricular topics, ensuring full coverage of all subjects in the Early Years Foundation Stage and the National Curriculum. Cornerstones provides engaging lesson ideas and a clear progression of objectives taught across the whole school. ‘Engage’ days are used at the beginning of each topic to hook children into their learning and create a desire to further explore all aspects of the curriculum, including Geography, using physical resources and

artefacts. Where possible, learners will take part in field visits to experience the world and features around them.

MONITORING AND EVALUATION

This is carried out by the Geography Lead, across all Key Stages and includes:

- Regular observation and support
- Recommendations and signposting to external sources of support
- Monitoring of pupil work and performance by talking to children
- Observation of Learning during geography lessons
- Moderation of any written, pictorial or recorded work
- Staff meetings and INSET to discuss consistency across the school, standards and expectations.

PUPIL ASSESSMENT

Assessment of pupil work and progress is ongoing by the class teacher and includes observation of learners working, appropriate questioning and evaluation of any recorded work produced. This not only informs future planning but provides information for a learners' records, parent discussions and annual reports. The school has started to use Target Tracker to aid the monitoring of progression.

EQUAL OPPORTUNITIES

All learners regardless of age, gender, ability or cultural background have equal access to the Geography Curriculum. The needs of the gifted and the less able are recognised and met through Quality First Teaching in the first instance. Where additional support is needed, children may be catered for with Teaching Assistants.

Some strategies include:

- differentiated questioning
- differentiated tasks set
- appropriate grouping during the delivery of geography lessons