

Oak Field School Policy for Geography

Updated: Autumn 2016

Philosophy

At Oak Field School it is the intention to provide a Geography Curriculum which will enable pupils to adopt an enquiring and questioning approach to the human and physical environment and to use geographical skills to support their daily lives. The nature of Geography demands that it is taught as a multicultural subject and also meets the requirements of the equal opportunities policy laid down at Oak Field School. Geography offers particular opportunities for the promotion of positive and informed images of diverse cultures and perspectives. Teaching and learning should not only ensure balance but be proactive in providing such opportunities. Throughout the school the planning, assessment and evaluation of progress in Geography will take into account pupils from different ethnic groups, gender, disability and age range.

Aims

At the Foundation Stage, pupils will explore aspects of Geography through the knowledge and understanding of the world strand of the Foundation Curriculum. At Key Stages 1, 2 and 3, pupils will follow a curriculum adapted from the National Curriculum, presenting experiences which will allow pupils to:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Collect, analyse and communicate using a wide range of data to help deepen geographical understanding.
- Explore and gain understanding from a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Key Stage 4 and Post 16, aspects of Geography will be studied in the context of accredited courses and life skills.

Strategies for putting policy into practice

The Geography curriculum will be delivered by means of a balanced mixture of classroom teaching and learning (using a range of styles and activities according to pupil preference and need), sensory experiences, day and residential visits, and

practical tasks including study of the natural environment (particularly in the school grounds and locality) to make experiences tangible and immediate. Geography may link with all other curriculum areas but especially with History, Science, PHSE, Citizenship and ICT. The integration of the Global Learning Programme will help increase cross curricular links with Geography further, developing a more critical way of thinking on a global scale.

Roles and Responsibilities

Work throughout the school should be planned and delivered in order that pupils experience, explore and develop:

- A knowledge and understanding of places, patterns and processes.
- Skills to undertake geographical enquiry.

The planned curriculum, using a rolling programme of themes, reflects the broad, balanced and relevant curriculum to which the pupils are entitled.

The curriculum outlines, rolling programmes and schemes of work are devised through discussion within departments and overseen by the subject leader.

Assessment and Recording

Pupil progress will be recorded through a range of evidence including photographs, videos and pupils' work and will be assessed in Individual

Education Plans and using National Curriculum statements. Pupils should be assessed in a way that is relevant, informative and appropriate to the individual.

Within KS4 and Post 16 geography will be assessed and accredited through ASDAN personal progress qualifications.

Monitoring, Review and Evaluation

Teaching and learning in Geography is monitored through collection and examination of lesson plans, schemes of work, examples of work and lesson observations by the subject leader and SLT team. An action plan will put future development plans in place to develop the teaching and learning within the curriculum area further. Progress in Geography is monitored through data assessment. The policy and practice of Geography within the curriculum will be reviewed and amended as necessary on a biannual basis, so informing future planning.

Due to be reviewed: Autumn 2018