

Policy on a Page Geography

Immersive Learning

The teaching of Geography across the school is becoming more cross-curricular to take into account relevant Government initiatives.

Geography is taught by a combination of class, group and individual work.

An investigative approach to Geography is promoted by involving the children's active participation in enquiry, field work, map work and the use of computing. Role play is widely used throughout the school and together with visits to the local environment, bring learning to life.

British Values

Our curriculum should promote the fundamental British values of democracy, the rule of law, individual liberties, and mutual respect and tolerance of those with different faiths and beliefs.

Homework

Geography homework is set in the form of the Take Away Menu, which incorporates cross curricular tasks to be completed over the course of the term.

KS1 pupils are encouraged to complete 2 tasks per term and KS2 pupils are encouraged to complete 3-5 project based tasks per term.

Aims

- To promote a broad and balanced curriculum which builds on pupils' knowledge, skills and understanding of geography through visits and enquiry.
- To encourage pupils to ask and answer questions about the world both physical and human.
- To question, challenge and change stereotypes surrounding citizenship.
- To developing cultural awareness
- To understand and resolve current issues about the environment and recognise the importance of sustainable developments.
- To inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Planning Expectations

Planning for Geography in Years 1 - 6 follows the New Curriculum 2014 adapted to embrace opportunities provided by Cyprus, our host nation. Foundation classes follow the guidance provided in the Early Learning Goals document, mainly under the heading 'Knowledge & Understanding of the World'.

- Long term planning which aims to cover the breadth of study required by the National Curriculum.
- Medium term planning is produced termly mainly using guidance from the New Curriculum relevant to each year group with modification to suit our particular circumstances and location and showing progression of skills taught within each unit.
- Short term planning is completed by the class teacher on a weekly basis.

Assessment

- The subject content, clearly set out in the 2014 National Curriculum and the progression of skills identified in the medium term plans demonstrate what the children should have learnt within a given time.
- Teachers will use both summative and formative assessment methods to make judgements on a child's ability and to set targets for future learning. The work the children produce is a record for assessment and may be used to judge whether a child has: not reached ARE; is at ARE or is above ARE.
- Depth of learning will be assessed each term against the Progression of Skills statements.

Monitoring, Moderation & Evaluation

- Quality assurance in Geography is the responsibility of the Senior Leadership Team in collaboration with the Geography Leader.
- The Geography Leader evaluates the teaching of Geography by carrying out learning walks, book looks, and lesson observations and through pupil voice.
- Action is taken to improve teaching and learning through team teaching and whole school in house CPD as well as cross island moderation.

Access and Entitlement

All children in the school have entitlement to high quality Geography Education regardless of their gender, race or academic ability.