

Stanford in the Vale CE Primary School

Geography Policy

April 2016

At Stanford we use a creative, topic based curriculum and because of this the relevance of geography is not limited to its own discipline but is enlivened by its links with, for example, history, mathematics, literacy, RE and ICT. As a school which places importance on its grounds and outside amenities geography is part of the children's everyday learning. Stanford is a lively and thriving example of the geographical term 'village' and the school is at the heart of this community. As an ECO school the importance of caring for our environment is integral to Stanford's learning ethos.

Through the study of *Geography* we aim to give our children:

- A thorough understanding and knowledge of the geography of Stanford so that they feel a pride in being stakeholders in their village
- A good understanding of the rich geography of the local area eg; Wantage, White Horse Hill and The Ridgeway
- First hand, real, physical experience of the above by ensuring children go out frequently around Stanford and regularly further afield
- Knowledge of the location and features of other places in the world, and how these differ from their own locality
- Good graphic skills; map making and reading, orientation and data handling
- Good geographical skills such as researching, interpreting, reporting, problem solving, presenting and working both co-operatively and independently
- To ensure children know and understand environmental problems at a local, regional and global level and appreciate what 'global citizenship' means

Planning

Overall planning for geography is based on the objectives as detailed in the National Curriculum. In Foundation early geography skills are covered within the 'Understanding the World' Area of Learning.

Termly planning (3 times a year) is based on a topic which takes into account the interests of the children and a balance of curriculum areas. In KS2 the topic choice is to an extent dictated by the required areas of learning stated in the National Curriculum. The following topics are therefore taught;

Y3 and 4	A region of the United Kingdom
Y5	A region in a European country
Y6	A region within North or South America

A list of the other, more general, geography objectives which have also been covered is passed on at the end of the year so that the next teacher can assess what still needs to be taught.

Weekly planning details the progress of key outcomes into which geography is integrated.

Assessment and Monitoring

Stanford uses Classroom Monitor's National Curriculum objectives for geography assessment.

The geography co-ordinator checks progress using this as a general guide and more specifically on 3 tracked children in each year, one from each of the ability groups.

The co-ordinator also monitors children's work through taking in their books, looking at displays and observing lessons.

Resources

Each classroom has a globe and a world map which should be referred to continually.

In every child's topic book there is a world map and in KS2 there is also a UK map. These are filled in throughout the year giving all areas of the curriculum a geographical location.

The school actively encourages trips and, in line with our inclusion policy, will cover shortcomings in funding these.

Each child has parental permission to walk around the village and this is renewed yearly.

A good stock of atlases is kept in the library for use by all classes.

A very good stock of geography information texts is also available in the library and can be taken out by both children and teachers.

In the resources room there is a diverse and interesting stock of artefacts, maps, posters and models housed in subject area boxes.

In the resources room there is a good collection of teachers' resource texts.

ICT resources, other than the Internet, include Espresso and Google Earth.

Naomi Scott

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