

Oak Farm Junior School



Geography Policy

Policy formulated: September 2017

Review date: September 2018

**Person responsible: Geography Subject Leader
(Sabaah Ahmed)**

Geography at Oak Farm Junior School

Introduction

At Oak Farm Junior School we believe that Geography is best taught as a part of an integrated curriculum.

Geography is the study of people and places. It introduces children to the world with all its variety and contrasts, and gives a focus within the curriculum for understanding and considering issues about the environment and sustainable development.

In geography, children can see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Aims and Objectives

During Key Stage 2, we aim for children to:

- Develop an interest in their surroundings, and in the variety of human and physical conditions on the Earth's surface.
- Build a framework of knowledge and understanding about local, national, European and World Geography.
- Develop the range of skills needed to carry out geographical enquiries
- Appreciate how the past has influenced the present.

- Help children develop an informed concern about the quality of the environment and the future of the human habitat.
- Enhance children's sense of responsibility for the care of the Earth, its people and its treasures.
- Understand that geographical evidence may be subject to a range of interpretations.

Teaching and Learning

At Oak Farm Junior School we use a variety of teaching and learning styles in our geography lessons in order to meet the needs of all our pupils.

Teaching and learning strategies include:

- Reading and discussing relevant texts as a class, group or individually.
- DVDs, internet and video clips are used to introduce and/or develop knowledge
- The internet, as well as books, are used for research.
- Visiting museums and other places of interest relative to the units of study.
- Presentations by guest groups and speakers, ie, theatre companies.
- Art and Technology work is based on geographical themes.
- Role play and may be based on geographical topics.
- Encourage pupils to ask questions and propose solutions to environmental problems within the Hillingdon area, and the wider world.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. Through Geography, children acquire understanding and respect for other cultures and values. They will be able to explore conflicting viewpoints as their ability to understand different interpretations develops; this will help them to identify, and thus, challenge, racial or other forms of prejudice and stereotyping.

Assessment for learning

Assessment of children's achievements involves day to day observation of individual work (ie. field work, writing, pictures, models, etc,) and of classroom displays, group and classwork. We use focused questioning and discussions to continually assess children's' progress.

These short-term assessments help to inform our short-term planning, and are closely matched to the teaching objectives.

We make long-term assessments on children's progress in geography towards the end of the school year, and these are included as part of the Annual Report which is sent out to all parents.

Resources

There is a wide range of resources to support the teaching of geography in school, and these are regularly updated within each Year group. In addition, each classroom is equipped with a globe and maps of the UK, Europe and the World. We also have several sets of atlases available for upper and lower Junior Year groups.

Review

This policy will be reviewed annually.

September 2017