

Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at Cedar Hall School.

Aims

Geography is learning about people and place and how the two affect each other; linked with this, it is also about how places have changed and are changing.

Pupils will be given the opportunity to learn the four skills:

1. Locational knowledge
2. Place knowledge
3. Human and physical geography
4. Geographical skills and fieldwork

Intent

The geography leaders have worked together to ensure a breadth of the curriculum is covered over the course of the pupils' academic time at Cedar Hall. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. Ultimately, the teaching of geography will endeavor to stimulate pupils' interest in and curiosity about their surroundings; increase their knowledge and understanding of the changing world; encourage pupils to ask questions and propose solutions to environmental problems; develop pupils' competence in specific geographical skills and to foster a sense of responsibility for being good stewards of the earth and its resources.

Overview Middle

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|---|--|---|
| Autumn Year A | Spring Year A | Summer Year A |
| UK cities UK topography | Study 1 region of a European country: Brittany, France | Study 1 country in North America: The USA |
| Autumn Year B | Spring Year B | Summer Year B |
| Local area fieldwork studying human and physical features | Nepal | Russia |

Overview Secondary

| Year | Autumn | Spring | Summer |
|------|--|---|--|
| 8 | Geographical Skills Local area study Thundersley/Hadleigh, Essex. | Human and Physical Geography Tokyo, Japan | Human and Physical Geography Middle East |
| 9 | Human and Physical Geography Tectonic processes | Human and Physical Geography Coasts | Geographical Skills Reading maps |
| 10 | Place Knowledge Africa | Place Knowledge Asia (Thailand) | Locational Knowledge |

Implementation

In Middle, pupils begin to use maps and recognise physical and human features to do with the local area, building to using maps and atlases to explore the continents and oceans of the world as the year progresses. In Secondary, map skills are developed further using OS maps and three-dimensional contour making. Through revisiting and consolidating skills, resources help pupil build on prior knowledge alongside introducing new skills and challenges. All pupils expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both departments, pupils have a range of opportunities to experience geography through practically engaging tasks beyond the classroom, such as field sketching and conducting local business surveys. Each unit should conclude with a quiz or informal assessment to show the progression of skills and knowledge and that outcomes have been met. Key words are also provided

prior to each topic and are sent home; to be used by pupils to aid with the spellings and meanings of the relevant vocabulary.

Impact

Teachers of geography have high expectations and quality evidence can be presented in books. All pupils will use some geographical vocabulary, with an understanding of the earth's key physical and human processes. Pupils will begin to make relevant links between geography and other curriculum subjects, such as history, maths and science. They will develop enquiry skills and inquisitiveness about the world around them, and their impact on the world. All pupils will understand they can contribute to developing an enjoyment of creation and will know how they can do their bit to care for the environment. Pupils will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate this in a variety of ways. All pupils will be able to speak confidently about their geography learning, skills and knowledge.

Assessment

The whole school grading policy is used in geography: traffic lights self-assessment and the numbered adult-led assessment. Each unit of work will have specific or informal tasks to assess the breadth of geography covered. These may include written or other differentiated activities and observations noted in class. Reporting to parents occurs annually with a written report and a face to face meeting at least once during the academic year. The leaders of geography will monitor the quality of teaching through occasional classroom observations.