Mission Statement
Our mission is to provide the highest possible standards of education for all our pupils within a caring, happy and safe environment where all individuals who work in and with the school are equally valued.

Aims and purposes of geography
Geography teaching offers opportunities to:
- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat; and
- thereby enhance children’s sense of responsibility for the care of the Earth and its people.

Content of geography at key stages 1 and 2
Language and communication
Children:
- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
- use geographical language and draw maps and diagrams to communicate geographical information;
- read fiction and non-fiction, and extract information from sources such as reference books, CD-ROMS, e-mails and the internet.

Values and attitudes
Children:
- work with others, listen to each other's ideas, and treat them with respect;
- have opportunities to consider their own attitudes and values, and those of other people;
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;
- develop a respect for the environment and be encouraged to evaluate their own and others' effect or impact on it.

Building on children's earlier experiences
Many children will have attended reception and nursery classes where they will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:
- an increasing awareness of their surroundings;
- focusing on the variety and diversity of human and natural resources;
- being introduced to moral responsibility;
• developing ideas of citizenship and challenging stereotypes;
• learning map work skills.
This scheme aims to build on these early experiences.

Expectations
Broad issues of progression can be expressed as expectations for each key stage. By the end of key stage 1, most children will be able to:

Locational knowledge
• name and locate the world’s seven continents and five oceans
• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge
• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Human and physical geography
• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
• use basic geographical vocabulary to refer to:
  • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Geographical skills and fieldwork
• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of key stage 2, most children will be able to:
Locational knowledge
• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography
• describe and understand key aspects of:
  • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Features of progression
Progress in geography can be characterised by:
• an increase in breadth of studies: the gradual extension of content - places, themes and environments - to be considered;
• an increasing depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
• an increase in the spatial scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales;
• a continuing development of skills: to include the use of specific geographical skills such as map work and more general skills of enquiry matched to children’s developing cognitive abilities;
• increasing opportunities for children to examine social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people’s beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

EQUAL OPPORTUNITY
We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

SCHOOL AND CLASS ORGANISATION
How we cater for pupils who are more able
Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement.

How we cater for pupils with particular needs
The regular Geography lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation.

Pupils with special educational needs and individual education plans
Teachers will aim to include all pupils fully in their Geography lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

Health and Safety
In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Geographical activities.
Information and Communication Technology
ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the computer, I pads and audio-visual aids through the interactive white boards in every classroom.

Assessment
Assessment can take place at three connected levels: short-term, medium-term and long-term. These assessments can be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils’ understanding and give information, which will help teachers to adjust day-to-day lesson plans. Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce a summative record. Accurate information will then be reported to parents and the child's next teacher.

MANAGEMENT OF GEOGRAPHY
Role of the Co-ordinator
- Ensure teachers are familiar with the policy and help them to plan lessons
- Lead by example in the way Geography is taught in own classroom
- To be enthusiastic about Geography
- Co-ordinate assessment procedures and record keeping so as to facilitate progression and cohesion
- Purchase, organise and review Geography based resources, ensuring they are readily available and maintained.
- Be aware of national and local developments through reading appropriate materials and attending courses.
- Co-ordinate filing of teacher generated work sheets
- Collect photographic evidence for Geography around school.
- Liaise with other schools in the development group to encourage continuity of approach.
- Facilitate parental involvement
- Work co-operatively with the SENCO
- Observe colleagues from time to time with a view to identifying the support they need
- Discuss regularly with the head teacher and the Geography Governor the progress of implementing the policy in the school.
- Contribute to the school Development Plan.