

## GEOGRAPHY POLICY

### 1. Introduction

- 1.1 The teaching of *Geography* at the Newark Orchard School will be considered within this policy statement. After Curriculum 2000 and a statutory review in 2002 Programmes of study were made non-statutory.
- 1.2 *Geography* is a National Curriculum foundation subject and is compulsory to the end of Key Stage 3
- 1.3 At the Newark Orchard School, we feel it is essential that all children and young people experience *Geography*. Such provision, however, shall be at a level appropriate to their development and abilities.
- 1.4 The teaching of *Geography* at the Newark Orchard School is based on the premise that the more remote the concepts are from the students' own experience; the less relevant those concepts are to their needs.
- 1.5 A consequence of 1.3 and 1.4 above is the fact that students in school may well, at Key Stage 3, be working on programmes of study at or below level 1 (see 3.1)
- 1.6 Government guidelines and guidance that promotes the notion of schools having an "international dimension". NOS will take on board this view and seek to develop "global awareness" in school, for all pupils and students.

### 2. The Aims of Teaching *Geography*

- 2.1 The main aim of *Geography* at the Newark Orchard School is to promote an awareness of the world around them and the variety of life within it.
- 2.2 Specifically, this may be done by encouraging students to investigate and ask geographical questions, undertake geographical enquiry and use geographical skills etc.
  - a) ask geographical questions;
  - b) observe and record;
  - c) communicate in different ways;
  - d) use geographical language;
  - e) use fieldwork techniques;
  - f) use globes and maps and plans (at a variety of scales);
  - g) use secondary sources to obtain information and ideas, eg CD-ROM;
  - h) Specifically seek to use new technologies to link with and engage with partner school from other localities, both domestic and foreign.Students will also:
  - j) investigate localities, noting similarities, changes and comparisons - *where appropriate, students will be encouraged and trained to travel independently.*
- 2.3 Students will thus use and develop **skills** in explaining links between **places** (at a local scale and in a wider world context) and **themes** to understand the relationship between **people** and their **environment**, in particular environmental change and sustainable development.

- 2.4 Wherever possible the above involves practical use, through investigation and fieldwork, of school buildings, grounds and the immediate locality - Balderton and the centre of Newark. A wide variety of visits to areas of interest outside the immediate locality are planned as part of the curriculum.
- 2.5 Activities that involve experiences out of school will be fostered and encouraged through the Newark Orchard School's "Classroom Without Walls" initiative.

### **3. Geography in the Curriculum**

- 3.1 It is envisaged that students will work within their Key Stage or on age appropriate courses of study so that progress and achievement are maintained through focussed targeting and differentiation.
- 3.2 Geography is delivered through a topic-based approach in Key Stages 1 and 2, within the framework of a Humanities timetable and through a modular approach in Key Stage 3.
- 3.3 The notion of cross-curricular links and themes are covered in a Teacher Advice Sheet.
- 3.4 In addition to 3.2, much Geography is incidental in nature and does not form part of the formal curriculum planning process. Examples of "incidental" Geography might include:
- finding their way around school
  - travelling to and from school in buses and taxis
  - using local services
  - discussing/recording the weather daily
  - student prompted enquiries
  - field study trips
- 3.5 On leaving school, the students will have experienced work covering the aims set out above where appropriate to their individual needs. The level of achievement will be recorded through the school's recording system.

### **4. Planning**

- 4.1 All teachers will receive termly topics, module plans and advice sheets indicating which aspects of the National Curriculum and other areas of learning that it is anticipated they should cover with their class group (see also 4.4).
- 4.2 All teachers are responsible for ensuring that all students have ample opportunities within the timetable to experience Geography and the generalisation of skills, concepts and knowledge.
- 4.3 Teachers are encouraged to collaborate within their department and across phases to ensure a level of cohesion within Geography provision.
- 4.4 It is anticipated that youngsters engaged in Field Study Trips shall be given the opportunity to engage with geographical concepts and such elements should be factored and included within the planning for the programme.

## **5. Reporting**

- 5.1 Students' experiences in all areas and aspects of the curriculum are reported to parents/carers in the Annual Review.
- 5.2 Parents/carers have the opportunity to discuss the report with the child's teacher at the Annual Review.
- 5.3 Parents will receive an end of year summation of the geographical skills, knowledge and understanding and experiences gained by the student during the previous year.

## **6. Inset and Support**

- 6.1 It is anticipated that all staff involved in the teaching of *Geography* will be encouraged to evaluate and review this policy and advise on the support and development of *Geography* provision throughout the school.
- 6.2 The LA's advisory and inspection service (AIS) are available for support and advice.
- 6.3 The Staff Development Team will support teachers seeking development opportunities in *Geography* in line with the School Development Plan, CPD and resources allocation.