

GEOGRAPHY POLICY [JUNIOR SCHOOL]

Review: October 2024

Ratified by the Board: October 2024

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Date of next review: June 2026

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1. MISSION STATEMENT

To provide excellent, innovative and creative education that enables all students to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community, who continue to learn, and contribute to a better world for all.

2. CURRICULUM OBJECTIVES

KEY STAGE 1

In Key Stage 1 Geography, the main objectives are to foster curiosity about the world and develop a foundational understanding of different places, environments, and cultures.

- Students are encouraged to explore their local area, compare it with other regions, and identify key physical features such as rivers, mountains, and weather patterns.
- Through activities like map reading and simple fieldwork, they begin to grasp geographical terms and concepts, learn about human and natural environments, and develop early skills in observation, comparison, and discussion about the world around them.

KEY STAGE 2

- The objective of KS2 Geography is to foster a sense of curiosity and fascination about the world and its people, helping pupils to understand the Earth's key physical and human features.
- This includes developing knowledge of various countries, continents, and regions; learning about important geographical concepts such as climate, ecosystems, and biomes; and understanding how human activities influence and are influenced by natural environments. Pupils will also develop map-reading skills, use geographical vocabulary, and explore the connections between people and places, gaining insight into how local, national, and global environments interact and evolve over time. Ultimately, the aim is to equip children with the tools to think critically about sustainability and their role in shaping the future of the planet.

The policy should define the goals of the geography curriculum, which often include:

- Developing knowledge of local, national, and global geography.
- Understanding physical processes (e.g., climate, landforms) and human processes (e.g., population, urbanization).
- Encouraging environmental awareness and sustainability.
- Enhancing critical thinking and spatial skills, such as using maps and geographic data.

3. INCLUSIVE LEARNING

Geography policy should promote inclusive learning by ensuring:

- Accessibility for all students, regardless of background or ability.
- A balance between physical and human geography topics.
- Incorporating diverse perspectives, including those from different cultures, regions, and indigenous communities.

4. ACTIVE LEARNING APPROACHES

The policy should encourage teaching methods that promote engagement:

- Fieldwork: Practical experience is essential for understanding geographical concepts (e.g., local excursions, virtual geography tours).
- Project-Based Learning: Students engage in projects on current global issues, like climate change, resource management, or urban development. Carry out their own research, flip classroom and opportunities to teach their peers.

5. ASSESSMENT AND PROGRESSION

Clear guidelines on how geography is assessed should be included:

- Answering the big question at the end of the geography topic
- Formative and assessments throughout topic given to assess understanding and plan future lessons.
- Encourage critical thinking by having students question geographic phenomena and analyse case studies.
- Progression from basic map skills in early years to complex topics like global interconnections, sustainability, and geopolitics in higher grades.

6. ENVIRONMENTAL AND GLOBAL AWARENESS

Geography education should foster environmental responsibility and global citizenship by:

- Promoting sustainable development concepts, like conservation, waste management, and resource use.
- Addressing global issues, such as climate change, migration, and inequality.
- Encouraging students to think about their impact on the world and how geography plays a role in solving challenges.

7. PROFESSIONAL DEVELOPMENT FOR TEACHERS

The policy should ensure that geography teachers receive ongoing training:

- Keeping up with the latest teaching strategies and geographic technologies.
- Encouraging collaboration and sharing of best practices within and across schools.

8. IMPORTANCE OF QUESTIONING IN SCHOOL GEOGRAPHY POLICY:

- Critical Thinking: Students should be encouraged to ask why and how geographic phenomena occur.
- Engagement: Questioning helps students explore current world events (e.g., natural disasters, geopolitical conflicts) and their geographic context.
- Problem Solving: Geography questions can lead to discussions about real-world solutions, such as how to mitigate climate change or manage urban growth effectively.

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