

Eaton Valley Geography Policy 2015



Purpose: To ensure consistent, high quality Geography Teaching and Learning.

Quality Geography Teaching and Learning should ensure that children develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Day-to-Day Quality Geography Teaching and Learning should include:

- Progressive lessons which engage, excite and enthuse.
- Effective planning with clear learning outcomes, differentiated for all abilities of children.
- At least two, 1 hour sessions of Geography are taught every week when Geography is the main focus for the term.
- New Learning, skills to be addressed and developed and success criteria will be shared with the children at the beginning and reviewed at the end of every lesson.
- Work in books should reflect main teaching of the key skills required for each unit of work.
- Extending children's interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.
- Opportunities to develop geographical skills, geographical vocabulary and, where necessary, carry out effective geographical enquiry.
- A pride in books which reflects the teaching taking place with clear progression and development of the skills taught.
- Feedback to pupils on their attainment against the objectives
- Pupils being encouraged to improve their own learning performance through the school marking policy.
- Opportunities to integrate the use of ICT effectively into their geographical learning.
- Opportunities for children to work both collaboratively and independently.
- Opportunities for children to display and reflect upon their own work and the work of others.

- Accurate and regular assessments of individual attainment, which are used to shape future learning

Signed

A handwritten signature in black ink, appearing to read 'A. Smith', with a large, sweeping flourish at the end.

Andrew Smith
Chair of Governors