



**GREENSIDE SCHOOL**

# Geography Policy

## Introduction

This policy reflects the values, ethos and philosophy of Greenside School in relation to the teaching of Geography. It provides guidance on, content, planning, teaching and assessment.

The Geography Policy is a working document and it reflects the practices that are carried out. The policy is agreed upon by the whole teaching staff and presented to the Governing Body.

## Rationale

At Greenside School the teaching of Geography is primarily used to inform and stimulate pupils' curiosity about the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through geography help pupils to make sense of their surroundings and the wider world.

Linked with other subjects, or as a discrete subject, geography provides a range of experiences and achievements, which contribute to the richness of the pupils, lives according to individual needs and abilities.

For pupils working at P Level 1-3 a Curriculum Support document provides guidance for appropriate and relevant access to the Geography Curriculum. The Autism Spectrum Condition (ASC) policy provides similar guidance for pupils within this cohort.

## Aims

Throughout all modules pupils will be taught to:

- become aware of, and interested in, themselves and their immediate surroundings
- explore local and then wider environments
- develop an interest in, and knowledge of, places and people beyond their immediate experience
- experience aspects of other countries and cultures, especially where there are comparisons with their own.

**Implementation**

Schemes of work developed by EQUALs are used to assist teachers long and medium term planning, and ensure breadth and balance.

Use is made of the local community facilities and the school minibuses enable pupils to experience the wider community. During such visits, opportunities occur for pupils to explore contrasting features to those found in the school environment.

**Resources**

A range of Geography resources, including ICT are available in school. The majority of resources are stored centrally.

**Equal Opportunities**

The Scheme of Work contains differentiated learning objectives. Teachers will provide any other, adaptations, specific teaching techniques and specialist resources required to overcome individual pupils' barriers to learning.

**Monitoring and Evaluation**

Monitoring and evaluation will be carried out in order to enhance the teaching and learning of Geography within our school. Assessment of learning and assessment for learning are integral in evaluation and planning for teaching.

Pupil progress in Geography is tracked through P Level assessments twice a year.

**Reference**

*'Planning, teaching and assessing the curriculum for pupils with learning difficulties'*  
QCA 2009.