



## St Mary's C of E Primary School Geography Policy – Autumn 2018

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### **Rationale**

At St Mary's, we feel geography is an important subject to help develop the children's knowledge and understanding of the World around them including its physical and human features. It gives them a sense of identity and belonging as well as an understanding of different cultures and a tolerance and appreciation of other people and environments. Through geography, children can gain a stronger knowledge of the planet they live on and how they can seek to live a sustainable life style for the future. This policy will identify our aims, organisation, teaching and assessment in geography.

All staff are fully aware of their role in its implementation and staff have access to the policy via the staff shared network. Parents can access the policy through St Mary's website.

### **The School's Aims and Objectives**

- To teach the statutory objectives of the National Curriculum in a creative and engaging manner.
- To develop pupils' enjoyment, interest in and knowledge of geography by using a range of resources including real, relevant and contemporary (topical) studies, data collected from fieldwork and practical first-hand enquiry.
- To develop children's knowledge and appreciation of different locations around the World and their key physical and human geographical features.
- To develop children's knowledge and appreciation of the different cultures within the school community, local community and wider society and of global interconnections and relationships.
- To teach children how they can live a sustainable life style for the future and protect their planet.
- To develop children's enquiry and critical thinking skills.
- To introduce pupils to the language and vocabulary of geography.
- To support children in working well with others through group work activities.

### **Teaching and Learning**

Geography teaching focuses on enabling children to understand more about the World they live in, debate issues and use fieldwork skills. To do this we incorporate activities which involve critical thinking and use enquiry skills. Where possible, staff try to incorporate first hand fieldwork experiences. Furthermore, we use a range of resources including but not limited to: maps, photos and videos to support the children's learning. We recognise that in all classes there are children of different abilities in geography and we aim to provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child so that children progress in the subject throughout their time at the school. We set common tasks which are open-ended and can have a variety of responses, along with differentiated tasks which are set for different abilities and are of increasing difficulty.

### **Content**

The National Curriculum sets out 4 areas of study and skills to learn in Geography for both KS1 and KS2.

These are;

- Locational knowledge
- Place knowledge
- Human and physical knowledge
- Geographical skills and fieldwork



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### **Organisation**

At St Mary's, geography is taught in termly or half termly alternations with history. When geography is the focus, it is taught through topics which cover the Geography National Curriculum and direct geography lessons are timetabled for each week. In addition to this, teachers aim to teach the topic in a cross curricular manner and therefore, many subjects where appropriate such as literacy and computing, during the term or half term can include geography based themes or contents.

Geography is taught in Foundation stage as an integral part of the topic work covered during the year. We relate the Geography side of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children in the Foundation Stage.

### **Resources**

A range of resources, including globes, maps and atlases, are available within the school which will be regularly monitored and updated to support with the children's learning within geography. In addition, all year groups are encouraged to incorporate fieldwork activities into their topics which can be within the school grounds, the local area or further away school trips as appropriate. Where possible, we also seek to invite experts in.

### **Planning**

Each year group's planning is kept on the main server. Each plan is to follow the school's teaching and learning policy, which includes requirements for a clear learning objective linked to the geography skills being taught, opportunities for AFL, differentiation in three ways with clear success criteria which are relevant to the learning objective and geography skills. They should also provide opportunities for the children to think analytically, participate in fieldwork and to be challenged.

### **Assessment and Recording**

Pupils' work is recorded in either their discrete history/geography exercise book or in their cross curricular topic book and can be presented in different forms, including; written or map work, drawings, pictures, role play, discussions or the use of ICT. The recorded evidence assists teachers both in their planning, assessment and in their reporting to parents and governors. Class teachers are to mark in accordance to the marking policy in tickled pink and green for growth. Questions to develop their geography skills should be asked in marking where applicable and children must be given the opportunity to feedback and answer questions. Teachers are to regularly update the foundation assessment sheets for geography, whereby children are assessed against specific objectives each half term using red, orange and green. Teachers include a report on each pupil's progress in geography in the annual Record of Achievement using the assessments made throughout the year.

### **Equal Opportunities**

At our school we teach geography to all children, and aim to give equal opportunities regardless of their gender, background, culture, physical or cognitive development in order to provide a broad and balanced education to all children.

### **Monitoring and review**

The Geography subject leader is responsible for monitoring standards. S/he also supports colleagues in the teaching of geography, keeps up to date with current developments in the subject, manages resources within the school, monitors staff's planning and assessment within the subject and provides a strategic lead and direction for the subject in the school. The subject leader gives the Head Teacher an annual action plan in which s/he addresses areas for further improvement and reports progress in the subject to



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governors at the end of the academic year. S/he has release time in which to fulfil this role, by reviewing samples of children's work, talking to pupils and monitoring planning and marking.

Reviewed by: Mrs Barnes (Geography Coordinator)

Date: September 2018

Date of next review: Autumn 2019