



MARISH

Academy Trust



Geography Policy

Date: January 17

Summary

Geography Policy for Marish Primary School.

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1 Introduction

Geography is a valued part of the curriculum at Marish Primary School as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes. Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem- solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

2 Aims

Geography aims to enable pupils to

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

3 Delivery of Curriculum

Geography in the National Curriculum states that all pupils will develop contextual knowledge of locations, understand the processes of physical and human geographical

features and are competent in geographical skills.

The Attainment targets by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage

The Understanding of the World strand of the Foundation Stage curriculum provides pupils with relevant experiences and opportunities to observe, find out about and identify features in the place they live and the natural world. Pupils will also find out about their environment, and talk about those features they like and dislike.

Key Stage 1 and 2

Geography is taught within our Creative Curriculum, encouraging the reinforcement of skills and knowledge by forging links with other subjects.

At the beginning of each topic pupils are asked to discuss and list possible content that they would like to find out about. This is then displayed and added to throughout the topic. Each year group has a skills ladder which shows progression from Year 1-6. The content of the topic is driven by pupils but skills to learn are controlled by the class teacher in reference to the skills ladder. Additionally, Primary key learning skills (cross curriculum skills) also drive the lesson at the planning stage.

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. Also, they name and locate the four countries and capital cities in the United Kingdom. They additionally learn about the seven continents and five oceans. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments and use geographical skills and resources such as maps, compasses and photographs.

During Key Stage 2, pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, compasses, atlases, aerial photographs and ICT.

As pupils progress through the school, they encounter higher level geographical skills indicated on the skills ladder. The tasks they are asked to complete match the level descriptors (adapted into the skills ladder) in the National Curriculum document.

4 Organisation

Geography is taught for three half terms every year and is also incorporated into daily activities and discussions.

5 CU, Quiss and study support

Children are provided with the opportunity to attend Children's University, access Quiss materials and study support, which all assist with the children's work and development in Geography.

6 Inclusion Equal Opportunities and EAL

Where particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning, for example as a result of disability, or linked to the pupils' progress in learning English as an additional language, teachers take into account of these requirements by:

Making provision where necessary, to support individuals or groups of pupils, to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual, multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning of the wider world, teachers will help pupils to observe and gain understanding about geographical features and the environment.

Special Educational Needs

The use of an enquiry based approach means that pupils are able to work at their own level. The varied products of geographical work mean that pupils with abilities in different areas will be able to achieve in this subject.

Well- managed group work and / or allowing children to collaborate means that pupils with reading or writing difficulties can be helped by other pupils. Teachers should be prepared to adapt activities or give extra help where needed. Well prepared stimulating activities should increase motivation and reduce problems of a behavioural or emotional nature.

In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Where pupils need access to specialist equipment or adapted activities, teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.

7 Assessment, roles and resources - Assessment and record keeping

Teachers analyse pupil's progress at the end of each school year to complete the annual report to parents. Children are taught key skills and these are assessed using the assessment criteria and National Curriculum levels.

Resources

These are gathered as the budget allows. Resources for each year group are stored in individual classrooms and shared as needed. Class teachers need to notify the Subject Leader, in advance, of resources that are needed.

ICT

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. They will use the Internet selectively to find information, e-mail to communicate with people in other places and databases/ spreadsheets to handle and present information.

Role of the subject leader

- Monitoring and adapting the skills ladder
- Help colleagues to develop their subject expertise
- Lesson observations/sharing good practise
- Managing the geography budget and auditing resources
- Ensuring common standards and formats for recording and assessment

Revision History

Version	Date	Author	Comments
1	07.10.16	LP	Adapted to new NC.

Approval History

Version	Approved	Comments