



Marsh Green Primary School

Geography Policy

Aims

In Marsh Green Primary School, Geography aims to encourage pupils to:

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

Breadth of study for Geography

Geography in the National Curriculum has one attainment target which sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Geography is concerned with the study of real places across a range of scales. We believe that many geographical skills and themes can be taught through the study of places.

The whole school curriculum map shows coverage of topics and themes. Skills learnt in Literacy, Numeracy and ICT are consolidated through the Geography curriculum. This curriculum map can develop and change as staff explore more meaningful and imaginative links.

Teaching and Learning

In Marsh Green Primary School, Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. 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. We encourage children to learn by experience and we value trips as an integral part of the geography curriculum.

Geography can make an important contribution and offer a stimulating context for the development of pupils' literacy and numeracy skills.

If pupils are to gain maximum access to the Geography curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching will be essential.

Details of how the programmes of study are taught will be found in teacher's individual plans. Classroom practice in geography will include opportunities to engage pupils in well planned tasks which make use of a range of resources including the locality. Pupils should understand what they are expected to do and know how well they are progressing. Geography can be taught by class teachers either as a specific study or incorporated within other subjects thus promoting and contributing to learning across the curriculum.

Pupils will be taught to express themselves correctly and appropriately in both speaking and writing; to listen and respond and build on ideas and views constructively, and to read accurately and with understanding. Pupils will be taught the technical and specialist vocabulary and patterns of language vital to understanding and expression in geography, for example, language to express causality, chronology, logic, exploration, hypothesis, comparison and how to ask questions and develop arguments.

The Geography curriculum should aim to promote:

- The use of a variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning and debate.
- Planned opportunities for partner talk.
- Exploring opportunities outlined in the Literacy Strategy to study a range of texts and geographical documents and plan, draft and produce coherent independent writing.

- Visits and field trips.
- An understanding of environmental issues.

Special Educational Needs; Inclusion and Equal Opportunities:

At Marsh Green Primary School we recognise we have a responsibility to provide a broad and balanced curriculum for all pupils. In Geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

At Marsh Green Primary School teachers' planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

Teachers will take specific action to respond to pupils' diverse needs by:

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

Use of ICT

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in geography.

Time Allocation

The time allocated to the teaching of Geography reflects its status as a foundation subject. Time allocation will be balanced throughout the year to ensure coverage.

Assessment recording and reporting

Assessment and Recording begins in Young Explorers and continues throughout school. Reporting on a child's progress in Geography is a statutory requirement. An annual report relating to their child's progress in Geography is sent to parents. The assessment of pupils' work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes. Assessment activities should be wide ranging and matched to ability, eg. differentiation by task or outcome, through appropriate support and resource provision.

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