



Marsh Green Primary School

Geography Policy

Vision Statement

We at Marsh Green Primary School, firmly believe that each and every child deserves the very best opportunities and experiences to enable them to live fulfilling and successful lives and aspire to reach their full potential as a valued and respected member of the community.

"I will be the best that I can be"

At Marsh Green Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Why teach Geography?

Geography is an essential part of the curriculum, 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 through the study of place, space and environment. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment.

Aims

At Marsh Green Primary School, Geography teaching aims to:

- Stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- Increase children's knowledge of other cultures and teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- Encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Allow children to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Develop geographical skills, including how to use, draw and interpret maps of different scales, and use the vocabulary necessary to carry out effective geographical enquiry.
- Teach children how to apply map reading skills to globes and atlas maps and identify geographical features.
- Help pupils formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment

Curriculum - Teaching and Learning

We use a topic based approach and a variety of teaching and learning styles in geography lessons. Children are taught in whole-class groups and have a day set aside to cover topics within school - these are blocked into termly units and the skills and themes taught ensure curriculum coverage. At the start of each unit, children are given a key learning sheet which sets out the knowledge and vocabulary they will encounter throughout the unit. We aim to make geography exciting and encourage discussion across classes - a geography focus for a term enables pupils to become immersed in the topic and using cross-curricular links makes the topic come alive.

Across a unit of lessons we aim to include ...

- A variety of interesting, engaging and challenging approaches to learning, including opportunities to engage in observation and recording, written and oral questioning and debate.
- Opportunities to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning.
- Planned opportunities for partner talk and role play
- Support so that pupils to plan, draft and produce coherent independent writing.
- Visits, visitors and fieldwork opportunities .

Continuity and Progression

Early Years

Geography is taught in EYFS as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged two to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

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. They also begin to learn about the wider world. 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 and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments 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. Pupils 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, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Equality of opportunities

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: sets suitable learning challenges; responds to pupils' diverse learning needs and overcomes potential barriers to learning and assessment for individuals and groups of pupils.

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.

Assessment, Recording and Reporting

Assessment and Recording begins in Young Explorers and continues throughout the school. This is an integral part of the teaching process and is built into the planning of learning experiences and clearly relates to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to pupils' ability. At the end of a unit of work, an assessment recording sheet uses the teacher's judgements of pupil attainment and records those who are below or above the age related expectations. 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.

Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Role of the Lead

The subject is led by the school's geography lead in KS1 and 2 and by the EYFS lead in EYFS. They are responsible for ensuring that the curriculum is disseminated to staff. It is the role of all the staff to set aside to review standards and monitor curriculum provision and ensure to ensure that class based resources are up to date.

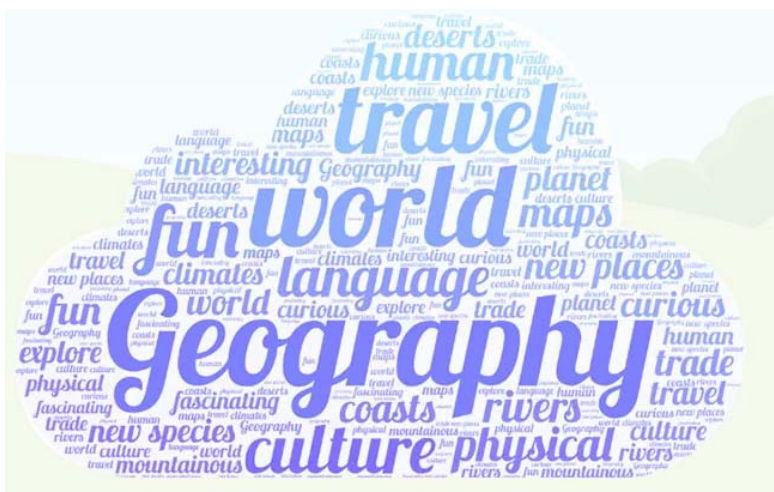
Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. Risk Assessments are carried out.

Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children.

Policy written by L Knott



CONTEXT STATEMENT

Intent: At Marsh Green, in Geography, we inspire children with a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. It, therefore, forms an important part of the curriculum and is taught individually as well as being incorporated across other areas of the curriculum. Geography is taught as part of a planned scheme of topics. We want children to enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with a range of educational visits and cross-curricular studies.

Implementation:

In **Key Stage 1** children will develop their knowledge about the United Kingdom and their own locality. They'll learn how to use maps, atlases and globes as well as learn simple compass directions. The children will also study seasonal and daily weather patterns in the United Kingdom and look at the hot and cold areas of the world in relation to the equator and the North and South Poles.

In **Key Stage 2** the children will look to extend their knowledge to beyond their local area and will study Europe as well as North and South America. They will begin to look at similarities and differences of human geography such as types of settlement and land use. They will also study physical geography elements such as climate zones, rivers, mountains, volcanoes and earthquakes. Children will continue to use maps, atlases and globes and will use the 8 points of the compass in their work. They will start to consider the use of four and six figure grid references and ordinance survey maps.

Impact: The impact is to ensure that children at Marsh Green are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future. Progression in Geography will be assessed through listening to children's responses and contributions to discussions and evaluating their written work and recorded on a standard assessment sheet. An age-related assessment will be given to parents/carers on reports.