

Original Date Written	Latest review	Date Ratified	Date for Review
April 2018		May 2018	May 2020

Marlborough St Mary's CE Primary School



Geography Policy

Together we believe, learn and achieve

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Geography Policy

Rationale

Geography is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities. It explores the relationship between the world and people. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision making. The study of geography helps to develop a sense of identity and responsible global citizenship.

Aims & Purposes

Studying Geography will:

- ◆ stimulate the pupils' interest in their surroundings through first hand experiences;
- ◆ help pupils become aware of how they fit into the world on a local, national and international level;
- ◆ develop an understanding of the different ways in which people live;
- ◆ help children to understand the processes that give rise to key physical and human geographical features
- ◆ develop concern for the environment and an awareness of their responsibility as a global citizen;
- ◆ enable children to become competent in geographical skills
- ◆ develop contextual knowledge of the location of globally significant places

Broad Outline Programme

Geography is taught at Marlborough St Marys using a topic-based approach. Topics have been carefully selected to ensure curriculum coverage while inspiring children. Skills and knowledge are taught in a thematic, cross curricular way and the learning that takes place links directly to the topics being covered. Geography is timetabled as being a 'topic' lesson. A geography progression document has been written to ensure that each year group guarantees curriculum coverage. Geography is covered in a number of different ways:

- ◆ in the classroom as a discrete subject (e.g. map skills);
- ◆ in the classroom as part of the broader curriculum;
- ◆ on school visits;
- ◆ in assemblies;
- ◆ through international links;
- ◆ on theme days;
- ◆ by visitors to school.

Teaching and Learning

Geography has a curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. It will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience. The school's three year rolling programme ensures that there is an even coverage of Geography throughout the pupils' time at school.

Pupils will be taught knowledge, skills and understanding through opportunities such as:

- ◆ Teacher presentations, role playing and story telling
- ◆ Question and answer sessions, discussions and debates about topical issues
- ◆ Fieldwork, visitors and visits to places of geographical interest especially in the local area
- ◆ Individual and group research and presentations
- ◆ Photographs, pictures, atlases, maps and globes
- ◆ Library books
- ◆ Use of hands on resources
- ◆ ICT and internet resources (Digimap, Global Earth)
- ◆ International links (school penpal links with Ghana, Italy)

Geography contributes to the wider aims of the primary curriculum and strong links can be made with:

- ◆ English (through speaking and listening in debates, reports and letter writing)
- ◆ Maths (space, scale, distance, direction and grid references)
- ◆ ICT (mapping software, digital recording)
- ◆ PSHE, SMSC and Citizenship

Learning across the Curriculum

Geography is linked closely to other cross-curricular policies including:

- ◆ Health and Safety;
- ◆ Teaching and Learning;
- ◆ English;
- ◆ Maths;
- ◆ Assessment
- ◆ Off Site Visits

Assessment and Marking

Children record their Geography work in topic books. Assessment will respond to the flexible nature of the programmes of study and be based upon clear expectations of what the children will know, understand and be able to do. Through observation, monitoring of written work and discussion with children, assessments of skills, knowledge and attitudes will be made. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Equality of Opportunity

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography. Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum wherever possible. Geography includes the study of different cultures. Through such study, children can acquire understanding of and respect for other people and their values, thereby challenging stereotypes and embracing difference.

Care is taken to present both sides of a debate clearly and fairly.

Health and Safety

Fieldwork and site visits are an important part of geographical work and school health and safety guidelines will be adhered to at all times. (See off Site Visits Policy)

Role of the Geography Subject Leader

The Geography Subject Leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for Geography across the school. General comments about Geography will be included in reports to parents. Staff development is encouraged by providing opportunities for staff to update and extend their knowledge and expertise in Geography.