

Original Date Written	Latest review	Date Ratified	Date for Review
April 2018	September 2022	September 2022	July 2025

Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Geography Policy

Together we believe, learn and achieve

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Geography Policy

Curriculum Intent Statement

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience. In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.

Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

Rationale

Geography at Marlborough St Mary's aims to inspire in our pupils a lifelong curiosity and fascination about the world around them. We will rigorously explore the complex and changing interaction and interdependence between Earth and its people with increasing depth throughout our pupils' time at school, teaching them how the environment can affect lives and determine decision making. As part of the caring, inclusive ethos of the school, our pupils' geographical knowledge will help them to become responsible global citizens.

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 and how they change over time;
- ◆ 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, both terrestrial and marine;
- ◆ provide plenty of opportunities for practical activities and experiential learning to help children know more, remember more and understand more, especially given the restrictions in learning through the pandemic.

Broad Outline Programme

There are four strands in Geography:

- ◆ locational knowledge
- ◆ place knowledge
- ◆ human and physical geography
- ◆ geographical skills and feedback

Geography is taught at Marlborough St Marys using a topic-based approach. Topics have been carefully selected to provide hands on learning of the four strands while ensuring curriculum coverage and progression. Given the challenges that the Earth is facing, each year group has an ecological topic built into the curriculum, and the eco committee ensures that climate change awareness is high in all year groups.

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 curriculum coverage reviews and the geography progression document enables teachers and the subject leader to ensure skills and knowledge are built on each year. 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

The school's yearly curriculum cycle ensures that there is an even coverage of geography throughout the pupils' time at school, and that geographical skills and knowledge are built on in a sequential way, providing continuity and progression. We aim to make geography teaching aspirational by using a variety of activities appropriate to the pupils' age, ability and previous experience. This will include 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 (at least one fieldwork project per year group);
- ◆ individual and group research and presentations;
- ◆ photographs, pictures, atlases, maps and globes;
- ◆ library books;
- ◆ use of hands on resources;
- ◆ ICT and internet resources (Digimaps, Google Earth);
- ◆ international links ;

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

Assessment and Marking

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.