



Geography Policy

Rationale

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

National Curriculum 2014

Geography and the National Curriculum

Geography is a National Curriculum foundation subject. The programme of study outlined in the long-term planning make up the content of the school’s geography curriculum. All children are entitled access to the programmes of study at a level appropriate to the needs of the individual child. The knowledge, skills and understanding in the programmes of study identify the aspects of geography in which children make progress:

- Geographical enquiry and skills.
- Knowledge and understanding of places.
- Knowledge and understanding of patterns and processes.
- Knowledge and understanding of environmental change and sustainable development.

Geography is taught at Monksdown Primary using a topic-based approach supported by the Lancashire units of work. Skills and knowledge are taught and cross curricular opportunities are encouraged. We use a variety of teaching and learning styles in our geography lessons. As a school we use whole-class and group teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions and we offer them the opportunity to use a variety of data, such as globes, maps, statistics, graphs, pictures, and aerial photographs. The pupils use ICT in geography lessons to access mapping software; interpret data in the form of graphs or tables and to research geographical environments.

Progression and Differentiation and Assessment

Differentiation forms an integral part of planning in Geography. Differentiation may be by task, by learning objective, by outcome, by teacher support, by teaching methods, or by resources. Geography Key Skills statements are used for assessment at the completion of each Geography unit. The Lancashire scheme of work clearly identifies progression through the year groups ensuring geographical skills are developed and taught effectively. Through evaluations at the end of topics taught teachers identify children who are working at, below or above the expected level. This is given to the subject lead to evaluate and review progression and attainment within year groups.

Resources

Children will have access to a variety of resources to aid their learning that include; globes, atlases, maps, photographs (including aerial), compasses, measuring equipment, books and games. Geography resources can be found in the Geography resource area with additional resources supplied by the coordinator when required.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Geography needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Geography are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Accessibility and Teaching Geography to pupils with Special Educational Needs

We teach Geography to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

Subject Leadership

The Subject Lead will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school through evaluating units with staff.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

Policy Review

This policy was last reviewed: Spring 2020

Date of next review: Spring 2022