



**MELLERS PRIMARY SCHOOL  
GEOGRAPHY POLICY**

**January 2017**

## **PURPOSE OF STUDY**

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 natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **AIMS**

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In the Foundation Stage we provide opportunities for children to:

- Exploring and investigating their local environment using a variety of techniques including offsite visits.
- Extend their vocabulary through talking, questioning and explaining their observations related to their environment.

## **PLANNING AND ORGANISATION**

- The National Curriculum 2014 provides the basic framework for learning and teaching in geography.
- Long Term and Medium Term planning is primarily undertaken as a whole school, using a common topic or theme, including transition
- Short term planning is done in year group or key stage teams, individually and delivered by the class teacher.
- One unit of work is planned and undertaken termly as appropriate.
- Children will work individually, in groups, and as a whole class.
- Group work will be of mixed ability and the children will be encouraged to work co-operatively and develop interpersonal skills.

Geography provides a natural opportunity for children to practice, improve and apply skills and knowledge such as speaking and listening, English, mathematics, science, computing and art and

design. Topics aim to develop key skills such as creative problem solving, working with others and communication skills. Children should develop an understanding of the world through first-hand experience. Wherever possible children will be given opportunities to visit the local area, museums, shops/restaurants and meet with “experts” to develop their learning and experiences.

## **RESOURCES AND HEALTH AND SAFETY**

Geography resources are kept centrally and additional resources that may be topic specific to a particular year group are then stored in those particular classrooms. Any health and safety points will need to be included onto topic plans, particularly outdoor or offsite visits. These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice. Risk assessments for specific activities should be referred to during the planning and these will be found in the risk assessment file on the staff shared area of the network.

- Adult to child ratio must be appropriate to the activity / visit.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

## **RECORDING & ASSESSMENT**

- The geography subject leader will collect selected examples of children’s work. The examples will be used for identifying progression and expectations. These will be kept in a portfolio/subject co-ordinators photo folder as evidence.
- Teachers assess children’s work on a continual basis through discussion and questioning, work completed and products made.
- On-going feedback and teacher marking support teacher judgements
- Children’s geography work will be recorded in their topic books.
- Children are encouraged to self-evaluate as a form of assessment.
- Progress will be reported annually to parents.

## **EQUAL OPPORTUNITIES**

The Mellers Equal Opportunities and Race Equality policies are followed at all times. The teaching of geography is according to the 2014 national curriculum and approached with the following principles and practices in mind. At Mellers Primary we believe that every individual within the school has the opportunity to achieve their full potential, has the same chance and equal access to all areas of the curriculum. Every effort is made by staff to use stimuli that reflect the cultural diversity of our school and to draw on pupils own experiences. We aim to create a “rich enquiring environment”. Boys and girls achievement is planned for equally and bilingual support is sort where possible for pupils to whom English is an additional language.

## **MONITORING AND REVIEW**

The monitoring of the standards of children’s work and of the quality of teaching of this subject is the responsibility of the geography co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Compiled by: E Townsend

Approved by:

Date of Review: