

MOTTRAM ST. ANDREW PRIMARY ACADEMY



GEOGRAPHY POLICY

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, 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Our aims for Geography are to encourage our pupils to:

- 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.
- develop competence 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.
- become a global citizen, developing understanding of the wider-world and their place within it.

Implementation

Geography is taught throughout the school in accordance with the requirements of the National Curriculum. In both Key Stages the children are taught as individuals, as small groups and as a class depending on the needs of the pupils and the requirements of the topic. When appropriate technology, for example, computers, iPads, digital mapping programmes (such as Google Earth), videos, online immersive tools and Interactive Whiteboards will be used as learning tools to complement and enhance more traditional methods.

All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature.

Risk assessments for trips and fieldwork are completed to ensure the health and safety of all involved.

Reviewed April 2023

Role of the Geography Lead

The lead advises the head teacher and staff on the development of Geography, and undertakes the following:

- Lead the writing, implementation, monitoring and evaluation of the policy and the scheme of work.
- Use effective strategies to monitor the quality of the education in the subject, including visiting lessons, scrutiny of children's books or learning, analysing assessment outcomes and talking to children.
- Keep up to date with developments in the subject area and disseminate information to staff.
- Organise and lead staff training when needed.
- Provide guidance and support to staff as needed.
- Identify any resource needs and order new materials.

Special needs

Support for children requiring extra help is given by the class teacher within the class situation. Advice may be sought from the lead or the SENCO as necessary.

Gifted and Talented

It is recognised that children may have a particular gift in Geography. Each class teacher will provide such children with the opportunities to develop their skills. They are encouraged to investigate and research in greater depth and to share their expertise with others.

Assessment and reporting

Geography is assessed through a process of continual teacher assessment. The Scheme of Work is reviewed, monitored and pupils' progress assessed using the Balance assessment software which contains assessment statements. Children's attainment and effort is reported annually via the end of year report.

Professional development and responsibilities

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress within the framework of this policy and the learning scheme, where required with the guidance of the lead. Opportunities for staff development and training in connection with this subject area are provided in line with the school priorities.