

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 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 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.

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.

Where and when appropriate technology e.g. 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 when teaching this subject.

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.

The Guidance for arranging School Visits, including risk assessments to ensure the health and safety of all involved, must be observed when field trips are taking place.

Role of the Geography Leader

The leader 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 curriculum scheme of work.
- Use effective strategies to monitor the quality of the education in the subject, including: visiting lessons, scrutiny of children's, 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 coordinate the acquisition of 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 leader or the SENCO as necessary.

Gifted and Talented

It is recognised that children may have a particular gift in the area of 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 and monitored using the school's Weaving Knowledge and Understanding document. Examples and evidence of pupil's work and good practice is kept by the leader. 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 and with the guidance of the leader. Every teacher is provided with opportunities for staff development and training in connection with this subject area, in line with the school priorities.