



Geography Policy

At Mehria Primary Geography teaches an understanding of places and environments. Through their work in Geography children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Teaching Geography also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Aims and objectives:

Through our teaching of Geography we aim:

- Stimulate pupils interest in and curiosity about their surroundings
- Increase their knowledge and understanding of the changing world
- Encourage pupils to ask questions and propose solutions to environmental problems
- Develop pupils competence in specific geographical skills, foster a sense of responsibility and for the earth and its resources

Through the teaching of Geography we can also:

- Improve pupils skills in literacy, numeracy and ICT
- Develop pupils thinking skills
- Promote pupils awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils are active citizens

Teaching and learning of Geography:

We use a wide variety of teaching and learning styles in our Geography lessons. We believe in whole class teaching methods and we combine these with enquiry- based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs. We enable them to use IT in Geography lessons where this serves to enhance their learning. Children take part in role play and discussions and they present a variety of reports to the rest of the class. They engage in a wide variety of problem solving activities. Wherever possible we involve the children or use the internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, some children not completing all tasks
- Grouping children by ability in the room and setting different tasks to each ability group
- Providing resources of different complexity according to the ability of the child
- Using classroom assistants to support the work of individual or groups of children

Geography Curriculum planning :

We use the national scheme of work for Geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school i.e we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our long term plan maps the Geography topics studied in each term during each key stage. The Geography subject leader works this out in conjunction with teaching colleagues in each year group. In some cases we combine the geographical study with work in other subjects, especially key stage

1. At other times we arrange for the children to carry out a geographical study independently.

Our medium term plan follows the national scheme of work and gives details of each unit of work for each term. The Geography subject leader reviews these plans on a regular basis. We have some mixed-age classes for which we do the medium term planning on a two year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans and can discuss them with the Geography subject leader on an informal basis.

We plan topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Teaching Geography to children with special needs :

At Mehria Primary we teach Geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs)

Assessment and recording :

We assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work we make a summary judgment of the work of each pupil in relation to the National Curriculum levels of attainment.

We record the attainment grades in our mark books and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year.

Fieldwork:

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

As key stage 1 we let all children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At key stage 2 the children do a study of the local area.

Resources :

Most resources are year banded with a small supply of central stock. We keep these resources in a central store where there is a box of equipment for each unit of work. We also keep a collection of Geography equipment which the children use to gather weather data and a set of atlases for both key stages. In the library we have a good supply of geography topic books, in addition all teachers have access to the internet and are encouraged to use websites to assist the children's learning.

Monitoring and Evaluation:

To monitor and evaluate Geography we:

- Supports teachers via co-planning , team teaching, observing and giving feedback
- Monitors teaching planning
- Holds agreement trials to further develop the assessment
- Reviews resource provision
- Works co-operatively with SEN co-ordinator
- Discusses regularly with the Head Teacher the progress with implementing this policy in the school

June 2024

This policy will be reviewed every two years or in light of changes to legal requirements.

Review Date Summer

2026