



# Marsh Green Primary School



## Geography Policy

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Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the Channel Islands, United Kingdom and in the rest of the world.

### **Aims**

At Marsh Green School we aim to provide an education in geography that:

- Enables children to gain knowledge and understanding of places in the world.
- Helps children learn about some physical and human aspects of geography through the study of local and global localities.
- Increases the children's knowledge of other cultures.
- Develops children's respect for other cultures.
- Helps children appreciate that there are similarities and differences between cultures within the world and their own environment.
- Allow children to learn how to use and interpret atlases, globes and maps.
- Encourages children to think about environmental problems and enhances their sense of responsibility for the care of the earth.
- Introduces children to geographical enquiry to enable them to carry out independent research.
- Develops the use of geographical skills through: questioning, comparing and contrasting, recording, observing and concluding.

### **Organisation**

Teachers use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods and 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 resources and enable them to use ICT in geography lessons where this serves to enhance their learning.

The implementation of Geography will depend on the topic each term for different year groups. Geography objectives have been organised into various themes to make children's learning relevant and interesting. This will also enable children to be given the opportunity to apply their Geographical skills and knowledge in other areas of the curriculum. Timings of geography teaching are flexible depending on the current topic being taught, as long as all objectives are covered throughout the year. Objectives that are ongoing such as naming and locating countries and cities within the world will be revisited frequently throughout the school year.

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We encourage fieldwork in our local area:

At Key Stage 1 we provide the children with opportunities to observe and record information around the school site and local area including the park, beach and shops. At Key Stage 2 the children do a study of the physical and human features in Wigan including the River Douglas.

Teachers will base their short term planning on the programmes of study for their relevant year groups and use the Grammarsaurus scheme of work for planning individual units. These must be adapted in order to provide the most effective adaptive teaching for the current year group and to include relevant opportunities for retrieval.

### **Assessment and Recording**

We assess the children's work in history by making informal judgements as we observe the children during lessons. Each unit starts with a prior knowledge mind-map/page. Each unit ends with an end of unit quiz that will be answered in their books. Children can refer back to their prior knowledge at the beginning to help them answer questions. End of unit quizzes are adapted to suit the needs of all learners, including those with SEN/D.

### **Resources**

There are atlases available for all and are in a shared area.

Topic boxes for each topic will be stored in the classroom. Any items requests must be forwarded to the subject teacher so that it can be included within the budget requests.

### **Monitoring and Review**

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. Topic books are reviewed each term.

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.

This policy also links to the following policies and procedures:

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