



**Maharishi
School**
CONSCIOUSNESS-BASED EDUCATION

Primary Phase Geography Policy

2024 – 2025

Start Date: September 2024

Review Date: September 2025

Signed by:

Headteacher

Lisa Edwards

Date Sept 24

Chair of Governors

Ian Birnbaum

Date Sept 24

Intent

“The innermost value of life is deep silence. From it arise the various areas of activity, tiny to tremendous activity. All these areas of life are integrated and perfectly coherent when the inner depth of consciousness, which is pure consciousness, shakes hands with the outer dynamism of great activity. This is brought about by Transcendental Meditation.”
Maharishi Mahesh Yogi

“The reservoir of energy and intelligence is at the source of thought. It’s obvious that whatever energy and intelligence is displayed through our action, it all comes through our thinking - thinking is the basis of action - and whatever energy and intelligence is displayed in thinking originates from the source of thought. The secret of success is in handling the source of all energy.” Maharishi Mahesh Yogi

At Maharishi School we strive for each child to reach the full potential of their creativity and their intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based Education, applying Maharishi’s principles of teaching.

- **Intelligence** can be enlivened and applied through these principles:-
 - link inner values with outer values in the pursuit of knowledge for a purpose
 - develop each student’s ability to discern finer and finer parts in the context of bigger and bigger wholes.
 - help pupils to look for and recognise universal patterns
 - adapt teaching to take account of the individual character of each pupil’s own intelligence.

- **Knowledge** can be enlivened, structured and organised through these principles:-
 - teach knowledge in the context of human purpose
 - develop knowledge holistically by connecting everything that is taught to the Self of each pupil.

- **Experience** can be enlivened, extended and deepened through these principles:-
 - integrate knowledge with experience in the development of Complete Knowledge

- extend each pupil's own experience in relation to knowledge taught and in conformity with their own nature through appropriate applications and practical work
 - involve all the senses and organs of action in constructing learning experiences – where safe and practical.
- **Expression** can be enlivened and enhanced through these principles:-
- encourage pupil expression at the start of each learning cycle to stimulate the desire for growth
 - consolidate learning through the expression of knowledge and skill encourage the expression of fullness of life, through a wide range of expressive modes.

"Our teaching should aim at enlivening in the children the understanding that there is something deep within the surface of everything. This will make them grow in inquisitiveness and awareness of the most basic values of life, eventually leading them to the laws of nature in all the different fields of knowledge. They grow in awareness that the deeper the level from which they function, the greater the field of influence they command through their action. We help them grow into catching the more fundamental values of life from where their whole life can be organised and made fulfilled."

Aims

At Maharishi School, we aim to provide creative high-quality geography lessons to inspire and motivate our children and to create curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our geography curriculum provides children with opportunities to develop their locational knowledge and develop an awareness of key contributing socio-economic factors which influence how the geography of our planet is ever-changing. Our curriculum aims to progress the children's understanding of their place in the world, how settlements come to be and how they have developed and influenced life further afield.

By the age of 11, the children will know how to evaluate a range of geographical evidence and utilise a range of maps of varying complexity. Children will have a

broad understanding and appreciation of people, places and their diversity, along with a working knowledge of key physical processes and human influences. Children will understand the physical and human characteristics of their own locality and how our location fits into British and global geography. Children will also have a deeper understanding of contrasting geographical areas, and how they compare to our own, and how location shapes lifestyles in both areas.

Where possible, the skills obtained through other curriculum areas, are utilised within the subject of geography allowing children to use a range of skills and understanding to reflect on and explore topics in greater detail; for example, by evaluating the human impact on natural resources, enhancing their mathematical and computational skills, and developing empathy and understanding of human struggle in affected areas – developing their personal, social and emotional skills.

We aim to develop children’s spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and man-made environments.

- To be able to extend children’s awareness of and develop their interest in their surroundings, leading to the identification and exploration of features of the local environment.
- To develop a wide range of skills and competencies that are required for geographical enquiry and which are also applicable to other situations.
- To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood, available in paper format and those available interactively, such as Google Maps, ‘Digimaps’ and Google Earth using Chromebooks.
- To be able to apply simple techniques of map reading and interpretation.
- To help pupils to act more effectively in their environment as individuals and as members of society.

Implementation

As part of this planning process, subject leaders and teachers will plan the following in preparation for teaching the lessons:

- Geography Curriculum Map and Progression of skills. This outlines knowledge, skills and vocabulary that all children must master.
- A series of lessons, which carefully plans for progression and depth.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Enrichment opportunities to enhance the learning experience.
- Displaying and celebrating the pupils' geographical enquiry either in classes or around school.

Reception.

Geography in Reception is taught using a cross curricular approach through the Early Years Foundation stage, Early Learning Goals. Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

Key Stages 1 and 2

Teaching Approaches

A variety of teaching approaches are presented to children throughout their geography lessons. These include:

- Teacher guided sessions, where information is provided.
- Mixed ability groups where children discuss problems in small groups.
- Class discussions.
- The use of adaptive planning and scaffolding, allowing children of differing abilities to work at their appropriate pace and level.
- The use of audio-visual aids in presenting material to the children, such as Chromebooks and/or the internet.
- The use of field work (where possible), so that children gain first hand experience of local and contrasting locations.
- The integrated use of ICT within the lessons.
- A range of writing opportunities.

Curriculum

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study and develop geographical skills in the outside environment. Examples include simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds, as well as the key human and physical features of its surrounding environment. Pupils may use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Pupils will use simple compass directions (NSEW) and locational and directional language to describe features and routes e.g. left/right, forwards and backwards and the use of aerial photos to plan perspectives to recognise landmarks and basic human and physical features.

Inclusion and Equal Opportunities

At Maharishi School we are committed to providing all children with an equal entitlement to our history lessons, activities and opportunities regardless of race, gender, culture or class. See Equality Information & Objectives Statement <https://maharishischool.com/about-us/policies-and-procedures>

Geography is for all abilities

At Maharishi School we recognise that in all classes, children have a wide range of abilities. The study of geography is planned and adapted to provide pupils with a suitable range of activities, challenge and support which is appropriate to their individual abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the geography curriculum. In the planning and organisation of enrichment activities, specific needs of individuals are taken into consideration to ensure that all pupils can benefit.

Health and Safety

It is the responsibility of the class teacher to ensure that risks are assessed prior to, and during, geography lessons, whether within the classroom or during fieldwork exercises. The class teacher is to inform any additional support staff of any potential risks or hazards to be aware of during a geography lesson. Pupils are also to be made aware of potential risks and hazards.

Impact

Our geography curriculum has been well-structured and sequenced to demonstrate progression of skills, whilst building outwards from children's prerequisite knowledge of home and community, into the geographical context of the wider world. Children will have a deep understanding of how their local geography and settlement growth has influenced the human and physical geography of the area today. Children will know about physical and human comparisons and will recall examples from previous learning.

Geography raises and answers questions about the human and natural worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom. As pupils encounter the studies of different societies and cultures, they begin to recognise how nations rely upon one another, which can inspire them to think about their rights and responsibilities to other environments.

Assessment

Pupils' work is marked using the school's marking policy using appropriate reference to the learning objective and the 'next steps' children need to follow to continue to improve. Live marking is used in each year group and class teachers complete assessments against age-related expectations. This monitoring and evidence provides accurate data as an overview of the teaching of geography at Maharishi School which is fed back to parents to inform them of their child's progress in geography during the academic year.

Monitoring and Review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- provides leadership in geography to secure high quality teaching and learning.
- undertakes monitoring of standards in geography and uses this to inform the Geography Subject Action Plan.
- plays a key role in motivation, supporting and modelling good practice for all staff.
- takes a lead in policy development and review.
- liaises with outside agencies and attends subject specific courses.
- reports to the Senior Leadership team on geography achievement and provision.