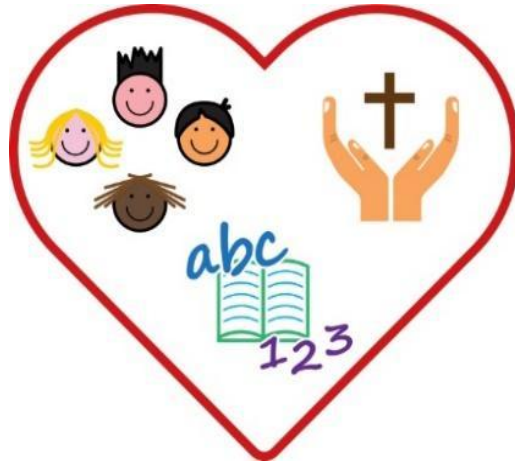


ST. MATTHEW'S C.E. PRIMARY ACADEMY



Geography Policy

Reviewed: February 2024
By: Julie Copeland

Date of next review: July 2024

Geography Policy

Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.
We can all '**Be blessed by God, be happy and aspire to be...**'

Introduction

Geography raises and answers questions about the natural and human world. 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.

Geography provides a focus within the curriculum for understanding and resolving issues concerning the environment and sustainable development. Geography allows pupils to encounter different societies and cultures, leading them to realise how nations rely on each other.

Geography also encourages pupils to think about their own place in the world, their values, their rights and responsibilities to other people and the environment.

Aims

At St Matthew's, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. Our aim is that our children learn a wide range of skills within a spiral curriculum. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Teaching and Learning

Geography is taught following the Geography programmes of study for KS1 and KS2. Planning includes the four elements of the Geography curriculum:

- Locational knowledge
- Place knowledge

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- Human and Physical Geography
- Geographical skills and fieldwork

Children will apply these skills in a range of different contexts and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Opportunities are offered for children to develop their geographic knowledge and skills through a variety of teaching strategies, creative, imaginative and cross-curricular activities. For example, geographic visits, use of geographical equipment, range of photo styles, ICT, discussions and debates. The children may be grouped in ability or mixed ability groups as deemed appropriate by the class teacher and lesson demands.

Planning and Progression

All Units that we cover follow the 2014 National Curriculum Programme of Study. We also follow the St Matthew's Geography progression documents that have been created for each year group. This shows the progression of skills within Geography year on year.

This document can be accessed on our website at [Geography | St Matthew's Church of England Primary Academy and Nursery](#)

We use a wide variety of resources to support and enrich our curriculum for our children. We also aim to provide a wealth of enrichment opportunities, from visits to the seaside and nature reserves to residential field trips and local walks. We aim to plan topics which inspire and capture our children's interest and are relevant to their lives.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Children with SEND will be supported by the teaching assistant or given differentiated work so that they can achieve with little or no support within a lesson. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. More able children will be inspired through higher level questioning and their understanding deepened through challenging activities. Teachers will use the progression documents to extend pupils knowledge and understanding further.

Role of the Subject Leader

The subject leader in consultation with the Headteacher is responsible for:

- Maintaining and renewing resources.
- Contributing to teacher planning when necessary.
- Monitoring and evaluating children's work.
- Attending courses and disseminating information.

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- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Assessment of pupil attainment and standards within Geography.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Resources

Appropriate resources are ordered and collated by the co-ordinator, taking into account the changing world and multicultural issues in order to offer a breadth of information and experiences.

Common resources like maps/atlasses, pictures globes, clip – boards, videos, photographs, leaflets/pamphlets, software, worksheets, etc. are stored in the Geography cupboard (KS2 corridor). Subject leader will do a Geography audit each year to maintain quality resources.

Assessment Marking and Recording

Geography is assessed through the Geography themes with reference to the four main areas (location knowledge, place knowledge, human and physical Geography, Geographical skills and fieldwork) following the school's marking and assessment policy. Teachers assess children through, investigation, observation and recorded written work completed during Geography lessons. Pupil's work is recorded in a variety of ways:

- Written work recorded in topic books
- Photographs of group work
- Photographs of practical activities

Marking of work is carried out in line with the school's marking policy and particular attention is paid to the correct use of geographical terms and vocabulary. Progress of attainment in Geography is reported to parents during parent evenings and through pupils' annual reports.

Evaluation-Review-Modification

This policy document will be regularly reviewed to assess its value as a working document. It should be read in conjunction with:

- Teaching and Learning Policy
- Creative Learning Policy
- Assessment and Record keeping Policy
- Marking Policy
- SEN Policy
- AG&T Policy
- Equal Opportunity Policy