**ST. MATTHEW’S C.E.**

**PRIMARY SCHOOL & NURSERY**



**Geography**

**POLICY**

 **Reviewed: July 2021**

**By: Christine Simpson**

 **Date of next review: July 2024**

**St Matthew’s Church of England Primary School and Nursery**

**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**

We aim to inspire in our children a curiosity and fascination about the world in which they live and to promote our children’s interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. We aim to raise our children’s awareness of topical geographical issues, the importance of sustainability and human action upon our world. We aim to extend our children’s awareness of their local surroundings so they know how it can be improved and cared for. We aim for our children to gain familiarity and confidence with globes, atlases and maps and be able to identify such features as the continents, oceans, countries, cities and rivers. With this knowledge and skill set, we hope to help them discuss and make decisions about how they chose to live their lives.

**Teaching and Learning**

Geography is taught from the Lancashire topic units and follows the aims of the National Curriculum for Geography 2014. Planning includes the four elements of the Geography curriculum:

• Locational knowledge

• Place knowledge

• 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 from the Lancashire Scheme 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.

The children will study the following units:

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| --- | --- |
| EYFS  | Brilliant Books Down at the Bottom of the Garden If you go down in the woodsMy world your world |
| Year 1 |  **Family Album** -UK countries and capital cities. **Parrots, Peacocks and Penguins.** -Hot and cold areas of the world.**The Great Outdoors.** -fieldwork in the school grounds. |
| Year 2 |

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| --- | --- |
| **Neighbourhood Detectives** -Small area of the UK. Where I live and play.

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| **Explorers**  |

-Small area in a contrasting non-European country.**Wind in the Willows** Seasonal and daily weather  |

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| 3 | **Rock and Roll** -Volcanoes and Earthquakes. **There’s no place like home.**

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| -The region where I live (UK); OS mapwork plus fieldwork in the local area  |

**Rotten Romans**A region in the UK  |
| 4 | **The Great Plague** -Rubbish and Recycling.**Passport to Europe**-Contrasting region in a European Country.**H2O**-Rivers |
| 5 | **A Kingdom United**-UK Countries, cities and Key Features (Research) **Food, Glorious Food**Where does food come from?**Amazon Adventure**-Contrasting region rainforests. Amazon basin and biomes. |
| 6 | **Survival** Worlds countries, rivers, mountains research.**Oh I do like to be beside the seaside**

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| Human geography, land use, economic activity, OS mapwork  |

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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 Head teacher is responsible for:

* Maintaining and renewing resources.
* Contributing to teacher planning when necessary.
* Monitoring and evaluating children’s work.
* Attending courses and disseminating information.
* 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 scrutinized 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/atlases, 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
* Videos

 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