

**Saint Mary's RC Primary School**  
**Geography Policy**



**Mission Statement**

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Aims**

- To allow children to explore and gain knowledge about God's world and our place in it;
- To understand how we, as an Eco School, can be good stewards of God's world;
- To enable children to gain knowledge and understanding of places in the world;
  - To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multicultural country;
  - To allow children to learn graphic skills, including how to use, draw and interpret maps;
  - To enable children to know and understand environmental problems at a local, regional and global level;
  - To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
  - To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

**Teaching and Learning**

We use a 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, and 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 reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of 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 to allow all children to meet their own potential;
- Providing resources of different complexity according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

### **Assessment**

Geography is assessed formatively by class teachers through a number of different methods such as oral responses, marking work and independent research activities.

Geography is monitored by the subject co-ordinator in a number of different ways such as:

- Building a portfolio of geography work from each year group
- Photographs/evidence of work
- Pupil interviews
- Planning collection
- Book moderation

### **Role of the coordinator**

The coordinator is responsible for coordinating geography throughout the school. This includes:

- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how geography should be taught.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of geography throughout the school.

**Role of the class teacher**

- To ensure progression in the acquisition of geographical skills with due regard to the National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify inset needs in geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for geography, liaising with coordinator where necessary.

Signed:.....(Headteacher)

Signed:.....(Governors)

This policy was last reviewed in Sept 2019  
This policy will be reviewed in Sept 2020