



Geography Policy

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Mayespark Primary School

**Geography Policy**

The geography curriculum at Mayespark aims to impart knowledge of human and natural features of the world. Our objective is for the children to develop an understanding of the world they live in and their place in it. Children are provided with a variety of classroom and fieldwork opportunities that promotes a deeper understanding of the subject. With increasingly greater opportunities to travel, valuing the diverse nature of the world will provide children with a greater empathy of people from different cultures and places.

**Aims and Objectives:**

The aims of geography at Mayespark are:

* To have an increased understanding of different places across the world, including the ability to use maps confidently.
* To discover the human and natural features or processes which form places.
* To increase geographical knowledge and skills through fieldwork, using a range of equipment and resources.
* To develop the children’s understanding of diverse places, resources and people.
* To nurture the children’s ability to investigate the world around them and compare this with their own locality.
* To communicate geographically.

**Teaching and Learning:**

Geography teaching focuses on enabling children to think as geographers. Whenever possible we provide children with first-hand experiences and place an emphasis on fieldwork. This enables children to develop the ability to be independent learners, using the key geographical skills they have gained to analyse, question and compare between a range of different places.

At Mayespark, we carry out curriculum planning in geography using both medium-term and long-term plans. The long-term plan maps the geography topics studied in each year during each key stage. As the basis for our medium-term plans, we have combined both the National Curriculum and Chris Quigley’s scheme of work involving key concepts. The rationale behind using key concepts in geography, is that as children move up throughout the school, these concepts can be reviewed and built upon. Children will progressively be able to make links between geographical skills, place knowledge, locational knowledge, as well as human and physical features through the teaching of these key concepts. Geography displays demonstrate key vocabulary, pictures, maps and unit of work’s main question.

All planning is in line with the National Curriculum. The medium-term plans give details of each unit of work, they provide an insight into how the concepts can be embedded throughout the lessons as well as suggestions for lesson ideas which class teachers can then use when planning individual lessons. The medium-term plans are reviewed each year by the subject leader.

**By the end of EYFS pupils should be able to:**

* explain some differences between life in this country and others.
* draw information from a simple map.
* recognise some environments that are different to the one in which they live.
* use relevant vocabulary to name specific features of the natural and man-made world.
* describe an understanding of the local environment.
* understand the effect of changing seasons on the natural world around them.

**By the end of Key Stage One pupils should be taught to:**

* develop locational knowledge by understanding where they live and comparing it to another UK place.
* use world maps, atlases and globes to identify countries of the UK and their cities, the seven continents, five oceans, the Equator and North/South Poles.
* understand similarities and differences between where they live and a contrasting non-European country, focusing on human and physical geography.
* recognise seasonal and daily weather patterns in the UK and know the relevance of the equator to hot and cold places.
* use geography specific vocabulary.
* begin applying geographical skills such as using simple equipment.
* identify the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**By the end of Key Stage Two pupils should be taught to:**

* solidify previous understanding of the local area to the UK, Europe, North and South America.
* identify famous human and physical features of significant places.
* understand the importance and recognise the location of time zones, latitude, longitude, the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn as well as Arctic and Antarctic Circle.
* find and label cities and counties of the UK, describing their geographical features and how these may have changed over time.
* use human and physical geography knowledge to compare other countries with the UK.
* use place knowledge to compare similarities and difference between the UK and other countries.
* be confident completing fieldwork with the use of resources such as atlases, globes, maps as well as the use of digital technology.
* present data such as graphs, plans and sketched maps to show the local area, using fieldwork skills.

**Assessment and Monitoring:**

Pupil attainment is assessed in accordance with the school’s assessment policy. Mid-term and end of year assessments take place in which teachers will make a judgement as to whether each child is working above, below or on target. Children’s work is marked and assessed in line with our assessment and marking policy, which is then used to inform planning. Teachers ensure that lessons have a clear focus and objective.

**Inclusion:**

At Mayespark Primary School, we aim to enable all children to achieve their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and those with special educational needs. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This may be through setting common tasks which are open-ended and can have a variety of responses. Additionally, class teachers will plan for and provide resources of different complexities depending on the ability of the child.

**Role of the Subject Leader:**

The geography subject leader is responsible for the teaching, assessing and resourcing in the school. The subject leader will ensure children have access to relevant resources to facilitate their learning. In addition, the subject leader is excepted to contribute towards teachers’ professional development. The monitoring of standards and progression within geography is also the responsibility of the subject leader, they will evaluate the curriculum annually to ensure all children are receiving quality lessons.