



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

GEOGRAPHY

APPROVED	September 2020
TO BE REVIEWED BY	September 2023

FAIRLANDS PRIMARY SCHOOL

GEOGRAPHY POLICY

AIMS

We believe that geography provides a way for children to make sense of the world around them. The pupils should be given opportunities to learn about their world and to develop skills, knowledge and vocabulary to facilitate this learning. Pupils at this school will have access to geography appropriate for their age and ability that follows the guidelines of the National Curriculum.

- Children will be exposed to a broad and balanced range of geographical experiences.
- Work should be interesting and challenging to encourage the children's own independent enquiry.
- Wherever possible a range of both first hand and secondary sources will support the children's work.
- The children's work, where appropriate will involve and be supported by the use of ICT.
- Equal opportunities will be provided for all children. Children with educational special needs will be identified and supported, or challenged, as appropriate.

PLANNING

Topic Maps give an overview of all Topics across the school. Links to Values Education, whole school events, happenings and main religious celebrations are also noted on this map.

Progression in geography is planned for using **progression in skills documents** based on the national curriculum which are delivered through a thematic, topic-based approach. A **Medium Term Plan** is completed for each topic area. This ensures that learning is made relevant through interesting contexts that are meaningful to the children.

The **Short Term Plans** are then completed to give further breakdown of how curriculum opportunities will be provided on a lesson by lesson basis, linking to Curriculum Progression statements transferred from the Medium Term Plan.

LEARNING & TEACHING

The children undertake geography activities as part of their topic work. Sometimes a whole day or two days are devoted to activities with a geography focus. Geography lessons involve a combination of whole class, group and individual teaching.

The school uses a variety of teaching and learning styles in geography lessons. The principal aim is to develop children's knowledge, skills and understanding in geography.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

ASSESSMENT AND RECORDING

We assess children's work in geography by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Teachers in year group teams also record the percentages of children achieving below, at and above age-related expectations and detail names of more able pupils, and barriers to learning for children achieving below age

related expectations. This information is monitored by the subject leader and is used to target support, resources and interventions.

Opportunities for recording (usually in individual and class topic books) are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking will follow the school policy.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in geography for each age group in the school.

RESOURCES

Individual classes keep items which are relevant to the topics they are delivering.

At least annually, an audit will be made of resources and each year group will be asked to make requests for resources.

The subject leader will review the school's needs throughout the school year.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in geography.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially-allocated, regular management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.