



## Melsonby Methodist Primary School Geography Policy

<b>Document Status</b>			
<b>Date of Next Review</b>	March 2017	<b>Responsibility</b>	<i>School Improvement Committee</i>
<b>Success Criteria for review completion</b>	March 2015	<b>Responsibility</b>	<i>Judith Stansfield (Chair)</i>
<b>Date of Policy Creation</b> March 2015	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Judith Stansfield Chair of Governors</i>
<b>Date of Policy Adoption by Governing Body</b>		<b>Signed</b>	
<b>Method of Communication</b> DB, school Website and hard copy file			

**Aims and objectives:**

Geography aims to enable pupils:-

- to develop the knowledge, skills and understanding laid down in the Primary Curriculum, to the maximum of each child's potential
- to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment
- to extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World
- to develop knowledge and understanding of the human and physical processes which shape places
- to appreciate similarities and differences in the world about them and to respect other peoples beliefs, attitudes and values (SMSC)
- to develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions
- to develop interest and enjoyment of geographical experiences and build confidence and understanding
- to recognise and understand issues concerning the environment and sustainable development

**Teaching and Learning Styles:**

At Melsonby School we utilise many learning and teaching styles. Geography is taught mainly through topic based lessons in line with our creative curriculum with field work and outdoor learning playing a key part. Trips and visitors also greatly enhance the geography curriculum.

**Geography curriculum planning:**

Geography planning is cross-curricular and all the geography objectives are taken from the primary curriculum.

**Assessment and recording:**

Formative assessment is the basis for assessment in geography.

**Resources:**

Resources are held in each class and the downstairs cupboard

**Inclusion and Differentiation:**

All children must have regular access to geography appropriate to their stage of development. Challenge for all is integral to our teaching and encourage all pupils to reach their full potential through the provision of varied opportunities. Work is differentiated to aid children's learning. Also, more-able children are given open-ended tasks and opportunities for more challenging research. Our curriculum planning allows pupils to gain a progressively deeper understanding and competency in geography as they move through our school.

**Education for Sustainable Development:**

We recognise that geography plays a significant part in promoting education for sustainable development through:-

- Developing pupils' knowledge and understanding of sustainable development, such as interdependence, quality of life, global development, resource use, and diversity and the skills to act upon this understanding;
- Developing pupils' skills of critical enquiry and an ability to handle and interpret information.

**Using the local environment and involving the local community:**

We include fieldwork as an integral part of the geography curriculum, involving children in practical geographical research and enquiry wherever possible. They are given opportunities to observe and record information around the school site and study the local area around the school.

**Monitoring and review:**

The Geography Subject leader and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography Subject leader is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Geography Subject leader will present an annual report to the Headteacher in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The Geography Subject leader must therefore make full use of non-contact time to undertake monitoring of geography across the whole school.