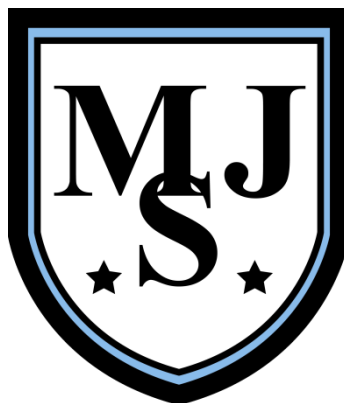


Meadowhead Junior School

Geography Policy



Updated: July 2023

Next Review Date: July 2024

Approved By: _____

Full Governor Ratification Meeting Date _____

Chair of Governors to Approve: _____

Subject Leader: Mrs Hannah Livesey
Governor Subject Leader:

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Our Mission Statement High Aspirations, Bright Futures

Intent

1. Statement of Intent

Geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Adapted from the 2014 DfE Geography Programme of Study

At Meadowhead Juniors, we believe that geography should provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography offers the opportunity to explore the relationship between the Earth and its people and should stimulate curiosity and imagination building upon the child's 'personal geography location and the wider world we live in' by developing geographical skills, understanding and knowledge through studying places and themes. High quality geography encourages children to learn through experience particularly through fieldwork and practical experience.

2. Legal Framework

Our curriculum will ensure a progression of skills and knowledge throughout each Key Stage focused on the National Curriculum based on the needs of our pupils in our school.

It will follow guidelines set out in: DfE (2013) 'National curriculum in England:

geography programmes of study' DfE (2021) Statutory EYFS Framework Children will be taught a range of knowledge of skills throughout their time at Meadowhead Juniors focusing on Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

Implementation

3. Roles and responsibilities

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The Geography Co-ordinate is responsible for:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Liaising with the head and Senior Management Team in the writing of the School development plan and SEF relating to the teaching of Geography
- Auditing resources and ordering resources when needed
 - Keeping up to date with developments in geography and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Teaching Staff are responsible for:

1. Acting in accordance with this policy.
2. Ensuring progression of pupils' geographical skills, with due regard to the national curriculum and EYFS statutory framework
3. Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
4. Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
5. Monitoring the progress of pupils in their class and reporting this on an annual basis.
6. Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
7. Undertaking any training that is necessary in order to effectively teach the subject.
8. Setting tasks which can have a variety of responses.
9. Providing resources of differing complexity according to the ability of pupils.
10. Setting tasks of varying difficulty depending on the ability group.
11. Utilising teaching assistants to ensure that pupils are effectively supported.
12. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

Support staff are responsible for:

1. Assisting the class teacher as directed
2. Supporting children with specific needs

Governors are responsible for:

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1. Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum

3. Teaching and Learning

1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
 4. Questioning, predicting and interpreting
 5. Pattern seeking
 6. Practical experiences
 7. Collaborative work
 8. Role-play and discussions
 9. Problem-solving activities
 10. Classifying and grouping
 11. Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos

4. The Curriculum:

Key Stage 2

These focus areas will be taught throughout the key stage:

- A region in Europe - Greece
- Volcanoes and earthquakes
- A contrasting UK locality - Lake District
- Rivers and the water cycle
- Biomes
- Rainforests and vegetation belts
- The Americas
- Coasts

5. Planning:

1. The geography curriculum follows units agreed by the Staff and linked in to the school assessment tools ensuring coverage of the National Curriculum Programmes of Study. It is reviewed annually to ensure current initiatives are included.
2. Planning is completed on a medium term plan to illustrate skill development, lesson content, learning objectives, resources, support and challenge and assessment.

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3. As we understand that there are many different geographical abilities in each class, we ensure that each unit of work has sufficient support and challenge to allow all children to work at their level of challenge. Planning may be monitored by the geography co-ordinator.

4. Geography is taught in alternate half terms as a discrete subject but cross curricular links will be made as appropriate.

5. Resources are stored in classrooms and central storage facilities. All staff may access them, but they are responsible for their prompt and orderly return.

6. The school's resource base contains reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlases, videos, DVDs, globes and published materials and Digimap for schools. Resources enrich and stimulate children's geographical enquiry.

6. Assessment and Recording:

1. Children's progress should be monitored through observation and by using planning and learning objectives linked into the school assessment system/data collection.

2. Pupils are encouraged to record their work using a variety of methods and thereby communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going geography, including photographic evidence of displays, presentations, visiting speakers and geographical visits.

3. Feedback to pupils should be provided on their attainment against the objectives of geography.

4. Pupils are encouraged to improve their own learning performance through the school marking and feedback policy.

7. Homework

This may be set at the discretion of the teacher.

8. Equal opportunities

1. All pupils will have equal access to the entire geography curriculum.

2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all geography lessons.

3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support, will be provided where necessary.

4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

5. Meadowhead Juniors aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as providing further enquiry questions.