

Tatham Fells CE Primary School
Roots to Grow, Wings to Fly, Faith to Flourish

Geography Policy

Introduction:

We derive our Geography policy from our mission statement '*Roots to Grow, Wings to Fly, Faith to Flourish*'. We encourage the children to develop an interest and understanding of the world around them through the study of physical and human geography.

Aims:

The aims of geography are:

- 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 multi-cultural 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 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 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
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

Geography curriculum planning

We use the national curriculum for geography as the basis for our curriculum planning.

Our long-term plan maps the geography topics studied in each term during each key stage. In KS2 geography is planned on a 4 yearly cycle. in KS1 this is a 2 yearly cycle. Our plans ensure the progression and coverage of key skills and knowledge. Our medium-term plans detail the content of each unit and how it will be taught.

Assessment and recording

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Parents are informed of their child's progress on the annual report they receive from school.

Monitoring and review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also 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.

Signed (Headteacher):Fiona Ip

Signed (Chair of Governors): H Wilkinson

Date: Spring 2025

Review Date: Spring 2028