

Geography Policy

Meir Heath Academy



Approved by: Mrs M Southern

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Introduction

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

At Meir Heath Academy we aim to enable all pupils to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Time Allocation

- Every pupil within the school will receive a minimum of one hours teaching of Topic (History/Geography) per week.

The Role of the Geography Coordinator

The Geography coordinator will:

- take the lead in policy development and the production of schemes of work, designed to ensure progress and continuity throughout the school;

- support colleagues and give help, when required, in their implementation of the scheme of work;
- monitor progress in Geography and advise the principal on any action required;
- oversee the assessment of Geography and the procedures for reporting to parents on pupils' progress in this area of the curriculum;
- take responsibility for the purchase and organisation of central resources for Geography;
- keep up-to-date with developments in Geography education and brief colleagues as necessary;
- identify staff development needs and arrange appropriate INSET.

The Role of the Class Teacher

It is the responsibility of every class teacher:

- to teach Geography, within the legal guidelines and the school's Geography policy and scheme of work, to every child in his/her class;
- to record pupil's progress in the subject;
- to prepare reports to parents on pupils' progress;
- to seek advice where necessary from the Geography coordinator.

Outline of Teaching Strategies to be adopted

All pupils will gain a variety of learning experiences through a combination of School Trips, whole class work, group work and individual activities. Practical exploration of Geography will be central to all lessons in the subject.

Planning and Monitoring

All teachers will:

- plan lessons in accordance with the sequence and time-scale indicated in the scheme of work;
- keep a record of work covered and adaptations which have to be made in light of pupils' progress and other factors influencing school life;
- submit their records to the coordinator on request;
- make any necessary adaptations to their work in accordance with the advice given by the Geography coordinator.

Assessment in Geography

We believe in a broad and balanced curriculum and we assess children in the following subjects: Computing, History, Geography, Religious Education, Physical Education, Design and Technology, Art and Design, Music and Modern Foreign Language (MFL). In Geography, we set targets at the beginning of the year and

formally assess at the end of each term, using Arbor. We highlight and annotate the BTSA progression document (one per class) as part of our weekly planning cycle. In order to complete this document, every lesson has an exit question directly linked to the learning objective where pupils record a voice noted explanation. This allows us to see what they have achieved and what their next steps need to be. As part of the Oddizzi scheme that we follow with Geography, we complete the end of unit assessments (1 per half term) which also contributes to our progression documents. These progression documents then inform our termly assessment decisions on Arbor. Progression documents are saved and completed electronically on Showbie and are a running document that gets passed on to the next year group. Each year group has a different colour to highlight (EYFS- pink, y1-blue, y2-green, y3-red, y4-yellow, y5-orange, y6-purple).