**St. Mary’s CE Primary School, Davyhulme**

**Geography Policy**

All the activities in St Mary’s School are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God’s loving family.

St Mary’s School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the geography curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy should be read in conjunction with the Teaching, Learning, Curriculum and Assessment Policy, and Marking and Feedback Policy

**Intent**

We intend to give the children in our care all of the necessary tools to become good geographers. We want to create inquisitive learners with a thirst for knowledge who have a good understanding of how physical and human geography impact on our lives today. Lessons at St Mary’s 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. By revisiting these areas of learning and building upon them, regularly children will remember more, know more and understand more. 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. We want our children to gain confidence and have practical experiences of geographical knowledge, including fieldwork opportunities, understanding and skills that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Key concepts such as space, place, scale and sustainability will be weaved in throughout the curriculum, from EYFS to Year 6.

**Implementation**

Geography at St Mary’s is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children’s different starting points.   
Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area is utilised to achieve the desired outcomes. The children are encouraged to ask questions and to think more deeply about geography. Although geography is taught as a discrete subject to ensure that geographical skills are being covered, we also weave geography into other lessons across the curriculum for example in DT, Art, Computing and English.

**Impact**

At the end of KS2, we have children who want to learn more about the world in which they live. They can confidently talk about geography and the impact that it has on our lives today. They are able to talk about local geography and geography around the world. They have a thirst for knowledge, always wanting to find out more about the topics they have studied.

**Assessment**

Children’s work will be marked according to the learning objective for that lesson and the child’s own specific target for improvement. Success sheets or vocabulary lists may be used by the children as check lists for self and peer assessment. Work is marked in line with the pupil feedback and marking policy.

Ongoing assessments are made by the teachers against the A3 trackers. This helps them to identify gaps and support children to develop their learning.

Work is monitored and moderated termly at staff meetings.

Date: 21/10/19

Reviewed Sept 2021

This Policy will be reviewed bi-annually or more frequently if required.