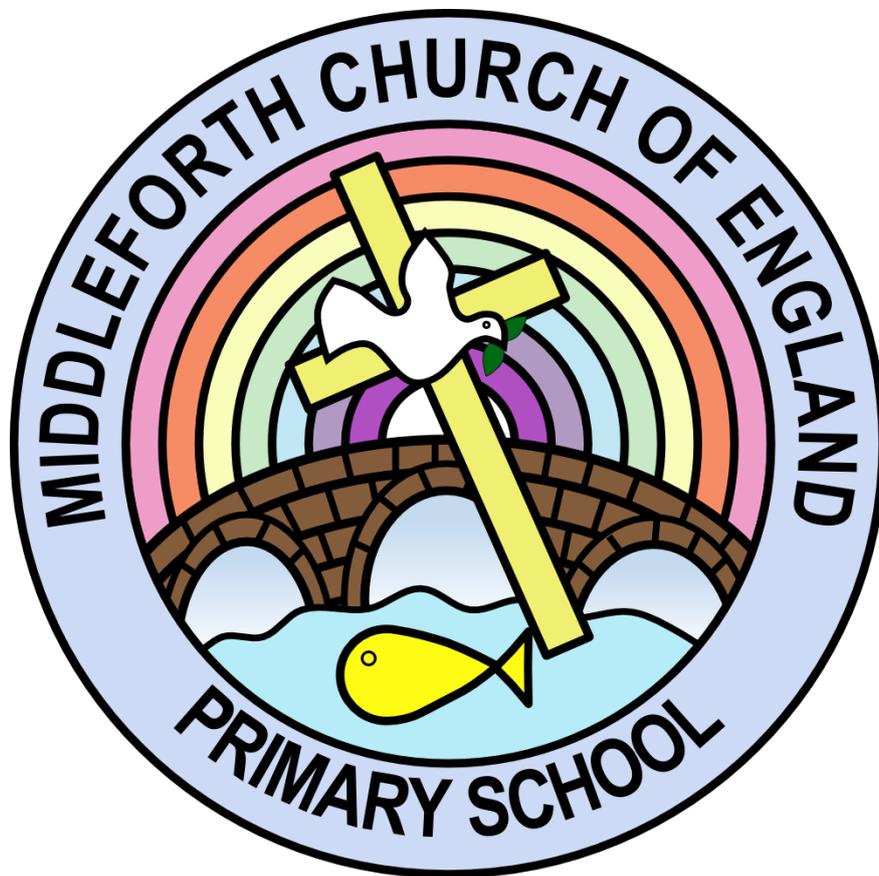


Middlefirth  
C of E  
Primary School



**Geography Policy**

**Mission Statement**  
**'Let Your Light Shine.'**  
Matthew 5:16

**We seek to promote:**  
**Faith**  
**Resilience**  
**Independence**  
**Curiosity**  
**Communication**  
**Aspiration**

At Middleforth Church of England Primary School, we believe that a high-quality Geography education should inspire pupils to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We strive to promote enjoyment, enthusiasm and inspire curiosity to learn more.

**Aims**

**The objectives of teaching Geography at Middleforth are:**

- To develop children's geographical understanding and competence in specific geographical skills;
- To help children acquire and develop the skills and confidence to undertake, investigation, problem solving and decision making;
- To stimulate the children's interest in and curiosity about their surroundings;
- To create and foster a sense of wonder about the world;
- To inspire a sense of responsibility for the environments and people of the world we live in;
- To develop a sense of identity by learning about the United Kingdom and its relationship with other countries.

## **Teaching and learning**

### **When teaching Geography at Middleforth we:**

- Begin the teaching of geography in EYFS/Reception class relating it to the objectives set out in the EYFS Development Matters (2021) Curriculum, focusing on understanding of 'the world'.
- Often use a key question to direct pupils' thinking/enquiry.
- Use a range of sources such as people, books, the local environment, sites, photographs, portraits, artefacts, written materials, technology-based materials, data, video extracts.
- Present knowledge and understanding in a variety of ways
- Use starters and plenaries to ensure students fully understand how and what they are learning, how their learning links to other subject areas and how well they are progressing.
- Use Learning Support Assistants to support children individually or in groups, in particularly those with SEN so each child can access Geography.

## **Assessment and monitoring**

### **To assess pupils' progress in Geography we:**

- Gather evidence of what individual pupils know, understand and can do in Geography by listening to and discussing with them, and evaluating any work they produce.
- Make termly and yearly judgements using our progression of skills and assessment documents to ensure the appropriate standards are achieved in Geography.
- Report annually to parents on how well the pupil has achieved.

### **To monitor and evaluate Geography the co-ordinator:**

- Supports teachers via discussions, leading staff meetings, lesson observations, preparation of INSET, reviews and purchases resources.

- Monitors teachers' medium term planning ensuring key skills under the Progression of Skills document are being covered thoroughly and with purpose.
- Holds responsibility for securing high standards of teaching and learning in Geography and evaluate their effectiveness.
- Ensures that practices improve the quality of Geography education throughout the school.
- Works co-operatively with the SENCo.
- Discusses regularly with the Senior Leadership Team & often with governors, the progress with implementing this policy in the school.

### **The role of the Governing Body**

Governors are responsible for ensuring the effective delivery of the National Curriculum. The subject leader will ensure that the Governing body is kept up to date with the actions and initiatives which are relevant to the subject. This update will include details of their subject review, action plan, feedback, pupil and staff questionnaires and policy review and will take the form of a report to Governors twice a year.

**Signed: *J Noblet***

**Date: June 2021**

**Review date: June 2022**