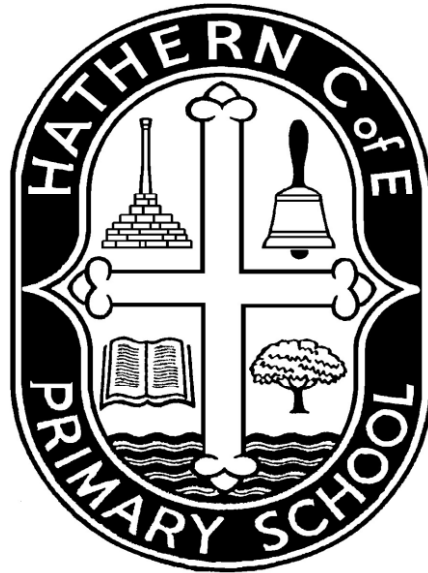


# Hathern Church of England Primary School



## Geography Policy

At Hathern Church of England Primary School,  
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule),  
or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Summer 2024: HT/AS

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Summer 2027: Govs

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Policy review Summer 2024: HT

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Summer 2027: Govs

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## **Section 1: Policy Intention**

This policy is intended to ensure that there is consistency across the school in terms of learning and teaching in Geography. This policy is based upon the Primary Framework and has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the teaching staff.

At Hathern, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

## **Section 2: Monitoring and Evaluation**

Monitoring of Geography teaching will take place as part of the normal protocols for M&E within school. The Geography Subject Leader will make use of a variety of tools:

- Pupil interview and/or questionnaire (i/c pupil attitude)
- Sampling of Planning
- Work Sample

## **Section 3: The Long-Term Plan**

The skills, knowledge and understanding required are set out in the National Curriculum for Geography (Statutory Framework):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

## **Section 4: Assessment**

Assessment should be an ongoing process brought about by:

- Observation of pupils
- Discussion with pupils before, during and after work
- Monitoring the work produced in Creative Curriculum books
- Assessing the outcomes of completed work

Work should be marked as per the requirements of the School's **Marking Policy**. Constructive, focused marking provides a continuous monitoring of progress and achievement.

## **Section 5: Inclusion**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## **Section 6: Field work**

Fieldwork is an essential part of our Geography offer at Hathern. We believe that it is key that children have the opportunity to take their learning outside the classroom and experience changes in the environment. At Hathern we aim to maximise the use of our local area and make learning real and accessible for the children. We aim to give the children the tools to become aware of the changing locality and environment and support them in understanding how they can help to sustain the local area and make them feel proud of where they come from.

Our Intent with fieldwork:

1. Develop critical thinking
2. Promote decision making
3. Cultivate sustainable citizens who think globally and act locally

Using fieldwork alongside our teaching will allow for alternative methods of assessment to be used:

**Qualitative-** Pupil voice, carrying out pupil interviews after field work units to record what the children have understood about the unit and its intent

**Quantitative-** Create success criteria at the beginning of the unit for field work

Gather data (such as changes in biodiversity, wind speed, transport survey) and present this data at the end of the unit