



Darul Madinah will nurture our learners into model citizens that exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.

Geography Policy

This policy is in line with the Mission Statement of the School

Document Control

This policy has been approved for operation within Dar Ul Madinah Primary School.

Date of last review: July 2024
Date of next review: July 2025
Review period: Annually
Policy Status: Statutory
Owner: Directors

Our Geography curriculum used from Planbee aims to ensure all pupils:

- 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.

By the end of each key stage, pupils will know how to apply and understand the matters, skills and processes specified in the stages.

Key stage 1

- Develop knowledge of the world, the oceans and the characteristics and capital cities of the United Kingdom.
- Understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom and contrasting non- European country
- Understand basic subject-specific vocabulary relating to human and physical geography
- Begin to use geographical skills and fieldwork, including first-hand observation to enhance their locational awareness

Key stage 2

- Extend their knowledge of the world and understanding beyond the local area to include the United Kingdom and Europe, North and South America
- Extend their knowledge and understanding of similarities and differences through studying the human and physical geography of a small area of the United Kingdom, contrasting non-European countries and North/ South America
- Include the location and characterisation of a range of the world's most significant human and physical features
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Feedback and marking

Verbal feedback is essential throughout lessons. A marking policy is used for written feedback and teachers may use written comments to communicate

Assessment and Reporting

The teachers uses a sonar tracking system to monitor pupil data and inform any actions required when data is submitted at the end of each academic year. Teachers are expected to generate regular feedback to children that will support them to make progress within the subject. This is in place to prompt children to continually refine and comment on future improvements for their work. At the end of the academic year, parents are informed of their child's progress and attainment in the end-of-year report. The written report informs parents whether their child is working at, above or below age-related expectations in Geography. The class teacher also provides a score for the pupils' effort and gives a written comment on what the pupil has achieved and needs to work on to improve further