

St Margaret's CE Primary School



Geography Policy 2021

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Contents:

1. INTENT

- 1.1 Aims (statement regarding what we want for the children in terms of knowledge, learning skills and understanding)
- 1.2 Principles (breadth, relevance, access for all etc)

2. IMPLEMENTATION

- 2.1 Roles, Responsibilities and Resources
- 2.2 Organisation
- 2.3 Planning and content
- 2.4 Links with other subjects
- 2.5 Knowledge and skills
- 2.6 Wider opportunities (trips, event, visitors etc)
- 2.7 Inclusion and Extension
- 2.8 Homework
- 2.9 Health and safety

3. IMPACT

- 3.1 Marking and assessment
- 3.2 Monitoring and evaluation
- 3.3 Reporting to parents and governors

Contents:

1. INTENT

Aims

We aim for the children to become curious and fascinated about the physical world and the incredible differences in its people. Through Geography, the children will learn about diverse places, people and resources and natural and human environments. This will serve to deepen their understanding of the interaction between physical and human processes. Through their work in Geography, children are encouraged and their curiosity stimulated to discover and learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw, locate key features and interpret maps and will progressively develop the skills of research, fieldwork, investigation, analysis and problem solving. Geography motivates children to find out about the physical world on which all life depends. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. In this study of physical and human geography, children are encouraged to think critically about the way the world impacts on human activities, and the impact humans have upon the world.

Principles

Geography is taught across the Primary age phase in a structure which is age appropriate. The Geography Curriculum is informed by the content of the National Curriculum and we are sensitive to the children's interests, use age-appropriate content and frequently utilise resources in the local area. Questioning is a key element in Geography. Pupils should be asking the questions *where, what, how* and *why* when studying places at any level from local to global scales in order to help them make sense of their surroundings and the world around them.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leader, Laura Levett, oversees and manages the Geography curriculum. She has an overview of how geography is taught across the school, advises and supports staff with their understanding where appropriate and ensures that the subject is sufficiently resourced. The subject leader is responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom. They have a clear understanding of the progression of skills from year to year and ensure these are taught within topics. Additionally, the subject leader must also keep up to date with both National and County priorities and the latest pedagogical approaches to teaching geography.

Organisation

Geography is mostly taught through topics and in the most appropriate way for the age of the child. Topics are carefully chosen to enable the children to engage in challenging, motivating and enriching activities which supports all pupils to achieve success.

Geography is taught in Early Years through the area 'Understanding the World'.

From Year One, Geography is taught as a whole-class topic time lesson in conjunction with History, with specific time allocated during the week and each topic usually for a half-term. From Year Four to Year Six, some of the topics are covered for longer periods (a full term) to allow for deeper engagement and exploration of the subject matter.

Planning and content

Planning in EYFS - please refer to the EYFS policy for more detail on the curriculum. Teachers in Early Years use the Revised Statutory Framework for the Early Years Foundation Stage to plan a unique curriculum that covers all aspects of learning including opportunities to develop their skills in Understanding the world. The Educational Programmes in the framework set out the activities and experiences for children under this area. Teachers use the Development Matters Non-statutory curriculum guidance to set out the pathways of children's development and provide checkpoints throughout the year to assess progress through these stages.

Topics are chosen to enable the children to engage in challenging, motivating and enriching activities which enables all pupils to achieve success. We encourage a sense of wonder of the world around them and inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Carefully planned topics ensure that children in our school are given opportunities to learn in cohesive blocks and can develop their learning each year, building on previous knowledge, skills and experiences. Topics, such as 'Homes around the World' and 'London vs New York', enables the teacher to teach the knowledge required by the National Curriculum whilst giving them a purpose to develop and apply their skills. The detail of our learning for Geography is contained in the Content Maps for each year group.

Links with other subjects

Cross-curricular activities are specifically planned with strong links between Geography and History, Science, Mathematics, and English curriculum. Computing (using the ICT suite and iPads) is used for research in Key Stage 2 and places and people are used for the focus of Art, and Design Technology lessons.

Knowledge and skills

The intent part of the EYFS policy details the skills and knowledge at three checkpoints in the year e.g. the Autumn, Spring and Summer and this is what the children will be able to do in the area Understanding the world. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

Years one to six follow the objectives laid out in the National Curriculum and the progression of skills document which reflects our geographical work at St Margaret's.

Wider opportunities

The Geography curriculum makes use of resources within the immediate and wider local area, enabling children to engage with the world that they immediately live in. Frequent field trips enhance their understanding of the place and world in which they live. Current field trips include: Angmering Village, Pulborough Brooks, London, and Devil's Dyke (Brighton). Where possible and appropriate, visiting experts are utilised to develop a deeper understanding of the subject. In addition, our Forest School sessions also encourage and foster curiosity of the world around them and a deeper knowledge of our school

environment.

Inclusion and Extension

Consideration is given to support learners in line with the school's commitment to inclusion, through the use of visual resources or alternative methods of recording which do not rely on the written word. Depending on the task, children will work in a variety of groups, with a partner, or on their own. Teachers are able to plan work to support and challenge the children with their learning, and use their expertise to provide activities for extending more able children in their knowledge acquisition and the implementation of that knowledge.

Homework

Homework is not set for Geography. Teachers may set home learning activities during the year which are non-compulsory. Children are encouraged to research questions or ideas they are curious about further, at home.

Health and Safety

Teachers expect the children to work safely when handling equipment and resources and when carrying out fieldwork, and act appropriately to their age range.

3. IMPACT

Marking and assessment

Children's work is monitored and marked according to the task. Outcomes in Topic and English books are evidence of a broad and balanced Geography Curriculum and demonstrate the children's acquisition of identified key knowledge and skills progression. Outcomes of work are regularly monitored, through marking, feedback and self-assessment at the end of the topic (what you now know) to ensure that they reflect a sound understanding and demonstration of the key identified knowledge and skills. Children detail their knowledge and what they would like to know at the beginning of learning journeys to create ownership and stimulate passion in their learning. Children review the agreed successes at the end of every topic with support from their teachers, where necessary. They also record what they have learned comparative to their starting points at the end of every topic to demonstrate progression of skills and subject knowledge. "Pupil voice" is also encouraged to find out what they enjoyed to aid future planning.

In years 1 to 6, class teachers informally assess the children's attainment in geography each half term/term as appropriate, looking at the objectives for the unit of work and noting those children who have exceeded with these or have not met them. This is recorded on a spreadsheet that can be used by teaching staff, subject leaders and SLT.

Monitoring and Evaluation

The subject leaders, along with the SLT, are responsible for monitoring the standards of Geography across the school by looking at planning, children's books, learning walks and observations of classroom practice.

Annually, children are selected to complete a "Geography Pupil Questionnaire" to discuss what they have enjoyed and what they would want to improve.

Reporting to parents and governors

All teachers are required to discuss the children's progress in Geography with parents as part of the consultation evenings (twice a year) and through an annual report which outlines

the children's effort and attainment within the topics covered.

Subject leaders are required to feedback to the curriculum governors every year.