

ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL



GEOGRAPHY POLICY

INTENT

1. INTRODUCTION

Our high-quality geography curriculum is designed to inspire a curiosity and captivation about the world and its people. It is carefully planned and sequenced so that new knowledge, concepts and skills build on what is already known, and towards its clearly defined end points for each academic year. Content is taught in a logical progression, making connections with prior learning to enable children to know more and remember more.

Teaching will equip children with a greater understanding and knowledge of the world, as well as their place in it. We seek to promote children's interests in diverse places, people and resources, together with a deeper understanding of the Earth's key physical and human processes. Our curriculum promotes investigative and inquisitorial skills which are progressive, as well as transferable to other curriculum areas, and which will help them to succeed in later life.

IMPLEMENTATION

2. CURRICULUM CONTENT

KS1 and KS2 teachers follow the National Curriculum to enable children to develop a contextual knowledge and understanding of geography, and 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.

In the Early Years, Nursery and Reception pupils are provided with prerequisite skills for geography within the 'Understanding of the World' Early Learning Goal. Children are encouraged to comment and ask questions about aspects of their familiar world, and to look closely at similarities, differences, patterns and change surrounding them. Teaching ensures that pupils embed key

concepts, and identify and correct misunderstandings in the early years in order to develop a deeper understanding as they advance through school.

3. PLANNING

Geography is taught within topic sessions amounting to an average of 45 minutes of teaching each week at Key Stage One and 60 minutes at Key Stage Two. It is used to promote reading, writing, ICT and numeracy through cross curricular links. Teaching contributes effectively to spiritual, moral, social and cultural development and can be identified within each year groups curriculum files.

Geography is delivered to Nursery and Reception pupils at various points throughout the academic year through a cross curricular topic-based approach. Towards the end of Reception, teachers aim to draw the elements of a weekly topic lesson so that the children are familiar with a 45 minutes lesson in Year One.

4. ORGANISATION

Children are organised into mixed ability and are challenged at a level appropriate to their ability and development. Wherever possible, children with Special Educational Needs and Disabilities (SEND) work alongside their peers to ensure all pupils are working towards the same learning objectives. Teachers support Special Needs Assistants (SNAs) and classroom assistants in adapting materials and planning access strategies to ensure these children acquire the knowledge and cultural capital they need to succeed in life.

Teachers use a variety of approaches to provide pupils with the opportunity to develop fluency in geography, connecting new knowledge with existing knowledge. These include:

- teacher guided sessions to provide new information;
- mixed ability group work to give children the opportunity to discuss problems;
- class discussions to provide pupils with the skill of expressing opinions and questioning ideas;
- differentiated tasks, allowing pupils of different abilities to work together at their own pace;
- the use of role-play when studying contentious issues;
- the use of audio-visual aids to present new material to learners;
- fieldwork so that children gain first-hand experience of local and contrasting environments.

5. ASSESSMENT, RECORD KEEPING AND REPORTING

5.1 Long-term Assessment

The subject approach to Assessment, Recording and Reporting follows the whole school policy guidelines. Our Geography curriculum and assessment framework sets out steps so that pupils reach the end of key stage expectations in the new national curriculum. In the Foundation Stage assessment is made against the Early Learning Goals through the Foundation Stage Profile.

5.2 Medium-term Assessment

Teachers record pupil's progress against the National Curriculum objectives using Educater, where they assess whether a child is Emerging (E), Developing (D) or Secure (S). A secure judgment on Educater must only be used once all objectives for a year group are evidenced. A range of formative assessment opportunities throughout the year further support teacher assessment. Reports to parents are completed each term during the academic year, where indications are made as to the

individual's progress in geography. Reporting of Geography at the Foundation Stage is ongoing through teacher observation in the 'Understanding of the World' Early Learning Goal and recorded through notes, photographs and videos.

5.3 Short-term Assessment

Ongoing assessments are made every lesson through talking to the children, observing and marking their work. Planning is annotated on a regular basis to ensure any misconceptions are immediately evident and gap teaching is in place to ensure each learning experience informs the next.

6. Equal Opportunities

Teachers should ensure all children can access the curriculum regardless of their background, special educational needs, gender or race. This is monitored through the moderation of teachers planning, scrutiny of the children's books and the analysis of pupils' progress at the end of each term.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges;
- responding to the diverse learning needs of pupils;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when selecting units to be taught throughout the Foundation Stage curriculum and Key Stages One and Two and in developing the chosen units for use in the classroom (short term planning).

7. Fieldwork

Fieldwork is a vital component of the Geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. Planning for educational visits follow the school's visits policy document.

IMPACT

Children develop:

- a positive attitude towards geography and an awareness of the fascination about the world and its people;
- competence and confidence in geographical knowledge, concepts and skills;
- an ability to collect, analyse and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length;
- an ability to work both independently and in cooperation with others;
- an ability to use and apply geography across the curriculum and in real life;
- the geographical knowledge needed so that they are ready for their next stage of education.