



# **Geography Policy**

**September 2023**

**Dated: Summer Term 2023**

**Review Date: Summer Term 2024**

## **1. Introduction**

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Geography curriculum, ensuring that teaching and learning in Geography are of a consistently high standard.

This policy outlines the teaching and learning of Geography. All children will have the opportunity to undertake Geography throughout their time at Firs Primary School. The teaching of Geography is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

## **2. Aims (Intent)**

The national curriculum for Geography aims to ensure that 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.

We enhance the Geography curriculum by ensuring, that in addition to the statutory content, most topics contain an element of learning related to climate and environmental issues. This makes our curriculum relevant to the needs our children today and to help them become responsible citizens of the future, as stated in the 'My Planet' aspect of our school curriculum intent.

In order to meet the needs of all our pupils a focus is placed on vocabulary. Tier 1, tier 2 and tier 3 vocabulary is identified for each subject and is explicitly taught within a meaningful context. Within Geography there are also further opportunities to develop oracy skills through debate, questioning and expression of opinions. In order to broaden the experiences of our locality and beyond, we provide enrichment opportunities for all pupils in school, which include subsidised visits to support disadvantaged pupils.

### **3. Organisation (Implementation)**

We use the National Curriculum to ensure that the sequence of learning supports children to embed and retain the programmes of study. This is supported by the DDAT progression document which maps out the statutory requirements and skills at each phase. Within EYFS the school has produced a document which runs alongside the DDAT document to ensure that there is a clear sequence of learning from Early Years into Key Stage One.

Long term plans (progression and coverage grids) are produced to ensure that the statutory programmes of study from the National Curriculum are mapped out across the school. The core skills and knowledge are identified under the four headings: Locational Knowledge; Place Knowledge; Human and Physical Geography; and Geographical skills and Fieldwork.

Geography is taught within a meaningful context within topic headings to provide a systematic approach to learning. Over a two-year rolling cycle, Geography is taught most terms to ensure that coverage is met.

### **4. Inclusion**

We adapt and tailor our curriculum to ensure that children's different starting points are recognised and are accordingly planned for. To ensure that the most disadvantaged children, and those with SEND or who are new to English, are experiencing a broad and balanced curriculum we use clear differentiation including; explicit vocabulary teaching, use of visual symbols and modelled opportunities to scaffold children's learning.

### **5. Assessment and Recording of Work**

A variety of methods are used to record work in Geography, including writing, labelling, maps, pictures, structured worksheets, photographs, school displays and the occasional video recording. Work may be recorded in individual topic books, or in whole class topic books. Geography teaching can also help to further develop oracy skills and will include discussion-based lessons which may not be recorded in writing.

Teachers use formative assessment throughout lessons (e.g. observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the subject leader to monitor progress and attainment in Geography across the school.

Children in the Early Years Foundation Stage (Reception and Nursery) are assessed using the Early Years Development Matters guidance and at the end of the reception years against the Early Learning Goals. EYFS objectives within the areas of communication and language, personal, social, and emotional development, mathematics and understanding the world all contribute to laying the foundations for effective learning in Geography throughout the primary phase.

## **6. Resources**

Topic boxes have been assembled with resources for each topic, which are kept centrally.

Phase teams also have their own annual budget which allows them to purchase any additional materials and equipment they may need to deliver the national curriculum objectives.

## **7. Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography subject leader also undertakes lesson observations of the teaching of Geography across the school, reviews evidence of the children's work and conducts both pupil and teacher voice discussions.

## **8. Continuing Professional Development**

Training will be arranged as and when deemed necessary by the Geography coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

## **9. Review and Adoption**

This policy will be reviewed annually, and was last reviewed by the Geography Coordinator in September 2023.

**Further Documents:** Geography Progression and Coverage Documents