Geography Policy

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INTRODUCTION

The Geography National Curriculum states that:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Senacre Wood Primary, we aim to deliver a geography curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum 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.*

Through an enquiry approach, our Geography Curriculum intends to:

- Deliver a high quality geography curriculum, not just through experiences in the classroom, but also with the use of fieldwork and educational visits, which inspires in pupils a curiosity about the world and its people.
- Instil a love for Geography in our pupils and develop their knowledge of the world, as well as their place within it, and encourage them to undertake new experiences throughout their life.
- Provide all pupils with opportunities to investigate and build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.
- Encourage pupils to ask questions and propose solutions to environmental problems within the local community and the wider world. Increasing awareness of environmental issues and the impact humans have aims to encourage pupils to become reflective members of society who consider their actions/choices and actively invest in protecting the planet.

IMPLEMENTATION

PLANNING

A blocked curriculum approach has been implemented to support pupils with developing a secure understanding of substantive knowledge as well as enabling the progression in disciplinary skills and concepts. Progression of these can be found in Geography:

- Big Question Overview
- Substantive Knowledge Overview
- Disciplinary knowledge skills progression
- Vocabulary progression document

In EYFS and KS1, children will focus on the world around them and extend that knowledge to local, national and international geography. In Year 1, pupils will learn about their place in the UK. Within Year 2 this will extend to where the UK is in the world and then comparing it to Peru.

In KS2, Geography is separated into local studies and global studies. In Year 3, pupils compare climate across the world, look at volcanoes and compare land use with Stone Age settlements with a link to history. In Year 4, there is also a link to history with locating countries the Vikings invaded while locally pupils will study the water cycle using local fieldwork and a more global study of North America. In Year 5 pupils study mountains and then complete a global study about why the Amazon is important (replacing previous year 6 enquiry about rainforests). In Year 6, pupils look to the wider environmental issues with the study of food and farming while locally they can use personal motivation to plan an enquiry to decide if their routes to school are safe. By using this approach, it ensures a focus on how ideas are linked and built upon through time and, more than one geography enquiry a year, means that skills can be revisited in a cyclical fashion.

Within each enquiry, lessons are planned carefully to ensure progression. Teachers produce a medium term overview which includes:

- National Curriculum links.
- Key vocabulary
- Pupil Offer
- Weekly lesson overview- this includes links with school based geographical knowledge and skills as well as opportunities for organisation and communication.

Throughout an enquiry, opportunities for retrieval are carefully planned so that lessons develop long-term memory. At the end of the enquiry, pupils complete an activity which enables them to draw on all of their knowledge, from the enquiry, so that they are able to answer the big question.

LESSONS, ENVIRONMENT AND ENQUIRY BOOKS

Each enquiry includes a book cover which includes the big question, key vocabulary as well as detailing substantive and disciplinary skills which will be covered. Where appropriate, key information is also provided to aid pupils' retrieval and retention of key facts.

A rich learning environment supports our curriculum. Geography displays, and a range of high quality texts, support children's learning in every classroom. Geography working walls are used to aid pupils' retrieval as they reflect the learning journey. Working walls include the big question, key information, vocabulary, geographical sources and examples of pupils work. To further enhance pupils' experience and class displays, we have a wide and varied range of resources and artefacts to support teaching and learning; these are stored in a central area.

Selhacre Wood Primary School

MARKING AND FEEDBACK

All children are entitled to regular feedback on their learning to enable them to become reflective learners and make progress. All teachers will mark work and give feedback as an essential part of the assessment process. This could be in a written or verbal form as appropriate.

ASSESSMENT

Key geographical skills, concepts and knowledge are mapped through statements describing the expectations for pupils in each Year group. Teachers use the school assessment framework to regularly assess pupils' learning against specific criteria. Assessment in geography is an ongoing process. Teachers will make informal judgements about pupil's progress and attainment as they observe them throughout lessons and mark their work. Retrieval opportunities should be used in every lesson to consolidate understanding, address misconceptions and assess progress. These may include informal recaps, quizzes, speaking like an expert or games. At the end of each enquiry, pupils are provided with a retrieval activity in which they are expected to draw on all of their knowledge to answer the enquiry big question.

HISTORY IN EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage Framework covers geography in the following ways:

Understanding the World – The World

3&4

-Talk about what they see, using a wide vocabulary.

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

-Draw information from a simple map.

-Recognise some similarities and differences between life in this country and life in other countries.

-Explore the natural world around them.

-Recognise some environments that are different from the one in which they live.

-Understand the effect of changing seasons on the natural world around them.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Skills progression: Pupils comment on what they have seen/discovered in the world; they identify basic locations of places they have been which are related to a map of the United Kingdom or the wider world. Geographically we discuss what is around these places – land, sea, rivers. Through teaching of our topic *Food and Celebrations*, we look at the wider world on a globe/world map and discuss different countries and their cultures. We generally focus on India and learn about the celebration Diwali. We have supporting materials in Child Initiated such as world map puzzles and children's atlas'. We discuss modes of transport and how we could get to certain places. Through our topic *Spring Growth* we look at our local environment and contrast it with other environments. We do basic fieldwork and data gathering when exploring our topic Mini-beasts.

We use basic bar graphs and tally charts in mathematics to display our findings. We also draw basic maps of our outdoor area identifying mini-beast hot spot areas.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to the geography curriculum and its associated activities. We recognise that, although the learning objectives are statutory, some objectives may take longer to achieve than others, depending on children's varying abilities. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able, will be given suitably challenging activities.

IMPACT

We believe that our geography curriculum is broad and balanced, has clear intent and there is a strong rationale for content selection. We measure the impact of our Geography curriculum in a variety of ways. We use pupil voice to establish pupils' understanding of key concepts, vocabulary and skills as a geographer to analyse sources, interpret information and discuss significance of historical content. Pupils' responses to the big question also provides evidence of knowledge gained throughout the enquiry.

ROLE OF THE GEOGRAPHY SUBJECT LEADER

- Ensure the subject is monitored, in line with the Action plan. Following monitoring, outcomes are shared, with colleagues, in a timely manner and areas for improvement are swiftly and effectively acted upon.
- Lead in the development of geography and raise standards throughout the school.
- Ensure pupils' voice is valued and responded to.
- Provide teachers with support in the teaching of geography including identifying and supporting the training needs of colleagues.
- Monitor and maintain high quality resources.
- Keep up to date with new developments in the area of geography.

OFSTED

What Ofsted expects geography education to demonstrate:

- The curriculum should give pupils the knowledge to make sense of the world's complexity and diversity.
- Content must be carefully sequenced so that knowledge and skills build over time.
- Place knowledge should be revisited in different contexts, not taught as isolated "single stories."
- Procedural knowledge (how geographers work) is often weak and needs strengthening.
- Fieldwork should be planned, purposeful, and progressive across year groups.
- Both substantive knowledge (facts, processes) and disciplinary knowledge (ways of thinking) must be taught explicitly.

Our most recent Ofsted report (December 2024) states:

- "Pupils learn well through the school's carefully crafted curriculum."
- "Deliberate strategies prompt pupils to regularly recall their previous learning."
- "The breadth of pupils' learning prepares them well for their next schools."