



## **Geography Policy**

<b>Formally adopted by the Governing Board/ Trust of:-</b>	<b>Greenshoots Federation</b>
<b>On:-</b>	
<b>Chair of Governors/Trustees:-</b>	<b>Tim Jermyn</b>
<b>Last updated:-</b>	

## **The Nature of Geography**

Geography is a vital part of the National Curriculum and provides a means to explore, appreciate, and understand the world around us. This policy outlines the approach of our school to teaching Geography in accordance with the 2014 National Curriculum for England. It serves as a guide for teachers, students, and parents to understand the importance and focus of Geography education in our school environment.

## **Purposes**

Our Geography curriculum aims to inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. We seek to promote the children's interest and understanding of diverse places, people, resources, and natural and human environments. We do this by following Primary Curriculum Knowledge; a knowledge rich Geography curriculum.

The primary national curriculum objectives are to develop geographical skills, knowledge, and understanding through a range of activities. This includes, but not exclusive to the following:

### **Key Stage 1 (Ages 5-7)**

- **Locational Knowledge:** Pupils will develop an understanding of the United Kingdom and its surrounding seas. They will also learn about the continents and oceans of the world.
- **Place Knowledge:** Pupils will explore the physical and human geography of their local environment and compare them to a non-European country.
- **Human and Physical Geography:** Pupils will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and North and South Poles.
- **Geographical skills and fieldwork:** Pupils will use simple compass directions to describe the location and features on a map and create a simple map with a key.

### **Key Stage 2 (Ages 7-11)**

- **Locational Knowledge:** Pupils will extend their locational knowledge and global understanding to include North and South America, focusing on environmental regions, key physical and human characteristics, countries, and major cities.
- **Place Knowledge:** Pupils will compare geographical similarities and differences through the study of a European country and a region within North or South America.
- **Human and Physical Geography:** Pupils will describe and understand key aspects of physical and human geography including climate zones, types of settlement and land use.

- **Geographical skills and fieldwork:** Pupils will engage in fieldwork to observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps and plans and digital technologies.

## **Principles of Teaching and Learning of Geography**

### **EYFS**

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's Statutory framework for the Early Years Foundation Stage.

Provision for early years pupils focuses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

All activities will adhere to the objectives set out in the framework. In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

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.

### **KS1 and KS2**

Geography is taught using Primary Curriculum Knowledge (PKC) this is a knowledge rich curriculum; where the knowledge has been carefully specified, ordered coherently and builds over time. As children work through the Geography curriculum they will know more and understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills the curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more

and understand more about their local area, the UK, Europe and the World. This rigorous approach, builds geographical knowledge and understanding allowing pupils to make meaningful connections and gain an understanding of how our world is connected. Each lesson includes revisiting prior knowledge and oracy skills are developed through vocabulary focus and talk tasks.

Our teaching approach entails a mixture of direct instruction, exploration, and practical activities aimed at encouraging pupils to ask questions and seek answers about the world around them. The use of maps, atlases, globes, and digital resources enhance geographical understanding. Field trips and outdoor learning are integral to the curriculum to provide first-hand experiences of geographical features.

PKC enables our school to provide a high-quality Geography education. We strive to 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. We also aim for them to develop a love for the subject of Geography, and to also recognise their own role in becoming a responsible global citizen.

KS1 are taught three units of work per year and KS2 are taught six units of work. The mixed aged planning takes into place prior learning and adaptations are made to ensure extension is provided within the two year planning cycle.

### **The role of the Geography Subject Leader**

- Preparing policy documents, and overseeing curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Geography in subsequent years.

## **Assessment and reporting**

- Evidence of learning and pupil voice is recorded in a class topic book for each lesson. Pupils are assessed against the learning objective and highlighted if they are working above or below the expectation.
- Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
  - Evidence of learning on Tapestry (EYFS)
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- Parents will be provided with a written report about their child's progress during the Spring term every year. This will include information on the pupil's attainment in Geography based on teacher assessment.
- Reports on progress being made in Geography may be included in parent teacher discussions during the Autumn and Summer terms.
- Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **Resources**

Resources are centrally held in the resources room. An annual audit of resources will be undertaken by the subject leader.

## **Cross curricular links**

Wherever possible, the Geography curriculum will provide opportunities to establish links with other curriculum areas.

In particular English:

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

## **Monitoring and review**

- This policy will be reviewed on an annual basis by the Geography subject lead in conjunction with the SLT.
- The Geography subject lead will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- Any changes made to this policy will be communicated to all teaching staff by the Geography subject lead.