



Geography Policy

Amendments made since last review Summer 2020 changed from creative policy to individual subject policies. Autumn 2023 Policy amended to include 3i statements – Intent, implementation and impact	
Policy agreed / reviewed 28/11/2023	Next review due Autumn 2026
Signed on behalf of the Governing Body	Signed by headteacher

Intent

Geography is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people to take forward with them in life. We intend to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes, through investigative and enquiry-based learning opportunities. We aim for children to experience a curriculum which inspires, engages and provides opportunities for them to develop a fascination for Geographical issues.

Aims:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in the most appropriate way.

Implementation

Geography is taught on a yearly basis in EYFS as is part of Understanding the World and learning is demonstrated and recorded in line with EYFS systems. Within KS1 and KS2 there is a two-year rolling programme to support mixed age classes in school. To support the children in developing a sense of location it is important that the class teacher has available a world, national and local map to refer to regularly.

Progression is planned for across KS1, Lower KS2 and Upper KS2. Geography focussed key questions and a geography vocabulary list are in place for each year group. At the end of each half term, geography knowledge is assessed in the form of 'sticky knowledge mats'. Staff use the geography long term planning documents to plan medium and short-term plans which indicate learning intentions, vocabulary and linked activities that build knowledge and skills for the planned geography theme. Short term planning allows for differentiation to be planned for in more detail or for any AfL that will take place. Teacher's geography feedback and marking booklets support the process of immediate responsive teaching. Children present their geography learning in exercise books that, through monitoring are expected to be of the same standard as other books such as English and Maths.

Broad Guidance

- We use a curriculum overview constructed from National Curriculum objectives to ensure topics are curriculum compliant.
- Pupils are taught to use IT, as well as other sources, to research and to answer geographical questions.
- Curriculum design allows for effective links with other subjects, particularly English and History.
- Our Geography curriculum celebrates the impact of significant individuals and themes such as sustainability.
- British values of respect, tolerance and democracy are threaded through our Geography curriculum.
- Geography is timetabled each week, pupils learning journey is recorded in a Geography Book.
- To support geographical understanding at the start of each unit there will be a focus of reviewing previous learning to see the world as a whole
- At the end of the unit children will demonstrate their learning in an open-ended task that will include comparing the unit just studied to ones from previous years.

- Teachers use a variety of resources to plan units and learning points are captured within notebooks that are shared via the IWB with children.
- Whilst basic skills are a part of every lesson, they must not override the geographical focus of any lesson.
- Each lesson must allow opportunities for pupils to use their speaking and listening skills.
- Progress and attainment is assessed in every lesson and feedback booklets record this, feedback in the next lesson will support the development of learning.
- Monitoring – the subject leaders will monitor Geography throughout the year using the following timetable
 - Autumn term: Notebook review linked to medium term plan, book scrutiny and data analysis
 - Spring term: Notebook review, data analysis against books and pupil interviews
 - Summer term: Notebook review and data analysis

Impact

Outcomes in geography books and observed work in EYFS will show a broad and balanced geography curriculum, where children learn key skills and knowledge in a progressive manner linked to the schools long term planning documents. Children will review their successes in achieving geography objectives and being able to answer key geographical questions about the geographical theme they are learning. Geographical skills will be embedded alongside knowledge. Learning will be broad and deep and cover the four main aspects of geography identified in the school's non-negotiable statements (geographical enquiry, physical geography, human geography and geographical knowledge) which in turn cover the national curriculum statements for each key stage (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. More able children will be provided with similar learning in different contexts to enable them to extend their geographical knowledge and skills without necessarily 'moving on'. Where children are identified as not being on track for geography ARE, teachers will support as needed.