



## **Geography Policy**

### **The Intent statement**

The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community. Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding. They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mindset, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle.

As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs, that will equip them to take responsibilities and lead at a local, national and global level.

The teaching of Geography should develop children's curiosity of the world around them allowing them to become enquirers. The children should be ambitious learners from thinking about their local area and build up to thinking about the world globally. The curriculum has been designed to develop the knowledge and skills needed to question the world around them.

### **Aims**

The curriculum for Geography is designed to develop both knowledge and skills stated in the National Curriculum. The aims are 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 geographical skills needed to:

1. collect, analyse and communicate data gathered through experiences of fieldwork that deepen understanding of geographical processes;
2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Principles**

Geography should stimulate an interest in children's surroundings and the wider world, in both the human and physical conditions, developing geographical vocabulary, enquiry and fieldwork skills, mapping, questioning and use of photographs and the study of places in the UK and globally.

Key geographical vocabulary is explicitly taught and revisited to enable pupils to describe, explain and compare places, features and processes accurately

Geography promotes citizenship by developing children's knowledge and understanding of national, regional, religious and ethnic identities in the UK and the wider world, enabling them to understand institutions and systems that influence their lives, and providing opportunities to discuss and reflect upon social, political, economic and environmental issues.

The curriculum develops a sense of wonder at the beauty and scale of the world and supports social and cultural development.

Children have access to a wide range of experiences, including trips and visitors, and the outdoor environment and local area are frequently used to embed and increase subject knowledge.

## **Procedures and Practice**

Each year group contains initial, enquiry and fieldwork skills which are used and consolidated as children progress. Initial geographical skills enable collection and communication of information, including mapping, use of photographs, interviews, questionnaires, globes, atlases, keys and fieldwork techniques.

Enquiry skills develop knowledge and understanding of patterns and processes, with clear progression through the scheme. Learning objectives are based on enquiry skills. Fieldwork may take place in the school grounds, locally or further afield.

High-quality geography lessons are stimulating, provide progress across ability ranges, consolidate skills and retrieve previous learning. Children should be aware of lesson objectives and resources should support these being met. Work should be challenging and enjoyable, and group work should include opportunities for feedback.

Geographical vocabulary is modelled, displayed and revisited to support pupils in developing increasingly accurate and confident explanations

An overview of topics, skills and knowledge coverage is available in the Geography Curriculum Map, which ensures clear progression from EYFS to Year 6.

Teaching is adapted to ensure all pupils, including those with SEND, EAL and disadvantaged pupils, can access and succeed in Geography.

### **Roles and Responsibilities**

The subject leader for Geography is Emma Richards. The subject leader works in partnership with the Senior Leadership Team to ensure the effective teaching and learning of Geography across the school.

The subject leader, supported by the Senior Leadership Team, contributes to the development, review and implementation of the Geography curriculum. This includes supporting colleagues with planning, sharing good practice and identifying appropriate resources to support high-quality teaching.

The subject leader and Senior Leadership Team work together to monitor the teaching of Geography through activities such as reviewing planning and pupils' work, pupil discussions and informal observations. This monitoring is used to identify strengths, areas for development and priorities for improvement.

Professional development in Geography is supported through a combination of subject leader input, whole-school training and external opportunities, with the Senior Leadership Team overseeing and supporting staff development.

The subject leader, alongside the Senior Leadership Team, supports Early Career Teachers and other staff in developing confidence and subject knowledge in Geography and works to promote the profile of the subject across the school.

Assessment information and monitoring outcomes are reviewed collaboratively by the subject leader and Senior Leadership Team to ensure pupils are making appropriate progress. This shared responsibility informs target setting, action planning and ongoing curriculum development.

### **Assessment**

Children are assessed in ways appropriate to their age and ability, taking into account the National Curriculum Programmes of Study for Key Stages 1 and 2. Teachers assess pupils through observation, discussion, questioning and reviewing written work. These assessments help identify pupils' strengths, areas for development and next steps in learning.

Pupils are encouraged to reflect on their own learning to develop an understanding of their progress. Assessment information is recorded on Insight Tracker every ten weeks and is used to monitor attainment and progress across the school.

Assessment considers both substantive knowledge (geographical facts, locations and processes) and disciplinary knowledge (fieldwork skills, map interpretation and enquiry).

### **Monitoring and Evaluation**

Geography will be monitored through lesson observations, book reviews, pupil interviews and discussions with teachers. The subject leader will review planning, resources and coverage to ensure consistency and high-quality provision across the school.

Assessment information, progress data and outcomes from monitoring activities will be used to evaluate the effectiveness of the Geography curriculum. Findings will inform future planning, staff CPD and updates to the subject action plan.