

# Geography Policy



*'Learning for life,  
building a firm foundation'*

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At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of Geography because we believe that children need firm foundations on which to build in all aspects of their lives.

“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 environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

National Curriculum 2014

### Curriculum Intent

At All Saints, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at All Saints Primary and also to their further education and beyond.

### Curriculum Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children’s understanding of the world beyond their locality.

Geography is a National Curriculum foundation subject. The programme of study outlined in the long-term planning make up the content of the school's geography curriculum.

All children are entitled access to the programmes of study at a level appropriate to the needs of the individual child. The knowledge, skills and understanding in the programmes of study identify the aspects of geography in which children make progress:

- Geographical enquiry and skills.
- Knowledge and understanding of places.
- Knowledge and understanding of patterns and processes.
- Knowledge and understanding of environmental change and sustainable development.

Geography is taught at All Saints Primary using a topic-based approach and an enquiry question is used for each topic eg Year 1 pose a question; What is it like living on a farm? Skills and knowledge are then taught and cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised.

### Curriculum Impact

Well-constructed and well-taught lessons provide pupils with opportunities to research and apply skills independently - skills essential for lifelong learning. Book scrutiny indicates high expectations and reflect what pupils have learned to a good/very good standard. Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.

Pupils will leave KS2 with a strong knowledge of their local area and a confidence of the location of other countries and cities around the world. All pupils will be able to discuss and recall a variety of events and where they happened in the world, as well as explain aspects of human and physical geography and confidently use maps and atlases.

Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent geographers in secondary education. We want pupils to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

## Teaching and learning

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs. We enable them to use ICT in geography lessons to access mapping software; interpret data in the form of graphs or tables and to research geographical environments where this serves to enhance their learning.

In **Foundation Stage**, pupils will focus 'on the world around them' including new routines in their immediate environment and understanding the locality of the school and how they get here. Children will be asked to consider similarities and differences between themselves and others in local communities. Children will learn about similarities and differences in relation to places, objects, materials and living things. They will learn to talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

In **Key Stage 1**, Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including enquiry and first-hand observation both in and outside of the classroom, to enhance their locational awareness. They will be introduced to the affect human behaviour has on the environment.

In **Key Stage 2**, Pupils should extend their knowledge and understanding beyond the local area. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and enquiry skills to enhance their locational and place knowledge and revisit their prior learning whenever possible to consolidate key skills, vocabulary in the correct context and demonstrate learning at a greater depth wherever possible. This will include learning both in and out of the classroom. Children will look at the effect of the environment by human behaviour across each year group and will be challenged to offer solutions to the effects of climate change

Both Key Stage 1 and 2 follow the National Curriculum. Activities both within the classroom and outside are planned to encourage full participation by all children irrespective of ability. Fieldwork activities are an important part of geography and form an integral part of geography curriculum planning.

## Resources

Children will have access to a variety of resources to aid their learning that include; atlases, maps, photographs (including aerial), compasses, measuring equipment, books and games. Geography resources can be found in each classroom with additional resources supplied by the coordinator when required.

## Assessment

Teachers will assess children's work in Geography by making judgements as they observe them during lessons.

On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress.

Pupils are also encouraged to make judgements about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group.

All assessments are then used to update SONAR on a regular basis. This is used as a tool to track children's progress at All Saints. Formative classroom assessments help to build an overall picture of their developing skills.

The Geography subject leader looks at examples of pupil's work, discusses learning with pupils, teachers and teaching assistants, and monitors the expected level of achievement in Geography for each age group in the school.

## Equal opportunities

- We aim to give every pupil the opportunity to enjoy a variety of activities.
- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the Geography curriculum regardless of their race, gender, cultural background, or special needs.
- We enable pupils to have access to the full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, e.g., a school trip, fieldwork, local walk/study, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## Inclusion

We recognise that in all classes, children have a wide range of interests and abilities and so we seek to provide suitable learning opportunities for all children by matching

the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.