



Geography Policy

Shirland Primary School

October 2022

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Geography Curriculum Policy

Overview

At Shirland Primary School we employ a topic based approach to teaching and learning in Geography. We believe that teaching Geography in a creative and concrete way is fundamental to inspire pupils' curiosity and fascination about the world.

Geography provokes and answers questions about the natural and human worlds, using various scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world. It also develops an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom. In addition, Geography helps shape thinking about the future.

Intent

At Shirland Primary School, we value Geography as an important part of the children's entitlement to a broad and balanced curriculum. As well as teaching children locational knowledge of the world we also teach children key geography skills.

Teachers are responsible for the implementation of Geography effectively to assist pupils to:

- Develop contextual knowledge of the location of globally significant places and their human and physical characteristics.
- Understand how key physical and human geographical features are interdependent and how they bring about change over time.
- Collect analyse and communicate with a range of data gathered through fieldwork that deepens their understanding of geographical places.
- Interpret a range of sources of geographical information using maps, atlases, 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.

Implementation

In order to ensure that our aims are met and the Programme of Study is covered at each key stage, the school follows Programmes of Study from the 2014 Primary National Curriculum in England.

We organise our curriculum so that children learn about a different topic each term. For most topics, history and geography objectives will be taught alongside each other. This approach allows children to develop the respective skills for each subject.

Short term planning of individual lessons is carried out by the class teacher. Curriculum maps provide learning objectives, key terminology for the unit and the learning tasks to achieve these objectives. Additionally, teaching staff regularly adapt their lessons to answer any self-directed questions that the children have about the

topic they are focusing on. This ensures that the work planned is relevant to the needs and interests of all pupils in each class.

Each classroom displays a map which is referred to throughout teaching and is used to develop children's Geographical knowledge of the world.

Geography learning is also used to enrich learning during English lessons where cross curricular links are often made to reading and writing tasks. Children are also encouraged to use technology such as 'Google maps' to develop their geographical knowledge.

All children will be given equal access to Geography through their topic learning. Mutual respect and tolerance for all cultures and beliefs will be promoted during lessons and links made to PSHE objectives where appropriate.

EYFS - Geographical skills in the Foundation Stage are planned through the objectives in the Early Learning Goals and in particular 'Understanding the World'.

Health and Safety - Children will work in a safe environment both in and outside of the classroom, and will be taught to use resources appropriately and safely.

Impact

Knowledge organisers are introduced at the start of a new topic. These contain maps and labelled diagrams. Key vocabulary is also highlighted. These knowledge organisers are accessible in every classroom and a copy is sent home. They are referred to during lessons to support learning and used as a simple assessment tool at the end of a topic.

Ongoing assessments take place at the end of units of work and are linked to the objectives taken from the National Curriculum 2014 and the curriculum maps for that year group. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. The monitoring of coverage and progress across the school will be done by the subject leader.

EYFS – work is analysed by looking at the progression of selected children through work published on Tapestry and the Understanding of the world floorbook.

Y1 -6 – work is analysed through moderation of history/geography books and informal discussions and responses from the children during lessons.

The subject leader carries out pupil interviews to assess their enjoyment and knowledge and understanding of the topic covered.

Attainment against National Expectations is shared with parents in end of year reports.