

Geography Policy
Meare Village Primary School



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Approved by: Headteacher

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Intent

A high-quality geography education will inspire in children a curiosity and fascination about our world and its people that will remain with them for the rest of their lives.

Our geography curriculum aims to achieve this by providing a purposeful means for exploring, appreciating and understanding the world in which we live, how it has evolved and the people who inhabit it.

Our teaching should equip children with knowledge of natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

At Meare, we believe it is important to build a geography curriculum that embraces outdoor learning and fieldwork. As such building their curiosity for learning.

Aims

As children progress, their growing knowledge about the world should help them to deepen their understanding of:

- The location of globally significant places both on land and at sea
- The interaction between physical and human processes
- The formation and use of landscapes and environments.
- The Earth's features at different scales are shaped, interconnected and change over time.

Children learn, practise and refine geographical skills:

- Collecting, analysing and communicating data gathered through field work.
- Interpretation of geographical information
- Communicating geographical information through maps, numerical and quantitative skills and writing.

Curriculum

Our curriculum follows the Programme of Study set out in the National Curriculum.

Our school 'Golden Threads' which are People and Places, Power and Culture are woven through teaching and learning across subjects to encourage children to make connections, access prior knowledge and link ideas. This process encourages children to relate what

they read, see, do, and experience to themselves, to the world around them and/or to other things they have read, seen, or experienced previously.

Furthermore, in order to forge deep learning connections, we use key disciplinary concepts to frame the sequence of lessons throughout a topics:

- Place
- Space
- Interconnection
- Human & Physical Geography
- Environment
- Sustainability

To support the teaching and learning, we use e learning resource <https://www.oddizzi.com/> which reinforces high expectations.

Early Years

Learning is informed by the Early Years Foundation Stage, which is organised across seven learning areas rather than the National Curriculum subject areas. The most relevant statements taken from 2020 Development Matters fall under 'Understanding the World'.

The Early Learning Goals are:

Understanding the World

People, Culture & Communities

- To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- To explain some similarities and differences between life in the UK and other countries, drawing on knowledge from stories, non-fiction texts and maps.

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including seasons.

Key Stage 1

The children develop their knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. 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 skills to enhance their locational and place knowledge.

Planning

As we have mixed-age classes, medium term planning is based on the curriculum plan for that year. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

Lessons are sequenced over a term to allow for logical progression and embedding of skills and knowledge.

Each lesson will have a clear learning objective which children should be able to understand and achieve.

Each lesson will have a desired outcome linked to the learning objective. All children in the class should be able to achieve this outcome. Teachers should supply scaffolding for children that need it. This could be in the form of sentence stems, word banks, close procedures.

Teachers should provide opportunities for children working at greater depth to deepen their learning.

In individual lessons teachers are expected to use a lesson structure that encourages children to:

- Recall and embed previous learning
- Introduce new learning material
- Pose and answer key questions
- Build on sentence stems in order to order thinking and prepare for individual writing and recording
- Undertake an Independent task
- Recall key information learned

Children should be given the chance to work in partners, groups and independently.

It is encouraged that teachers plan opportunities to use the school grounds, local environment and go further afield to conduct geographical fieldwork. Monthly Forest School sessions' provide good opportunities to conduct geographical fieldwork. When sessions lead to leaving the school grounds, staff must adhere to the appropriate risk

assessments. (See additional risk assessment policies for further information and clarification.)

Assessment

Each unit of work will begin with an elicitation task to identify what children already know. At the end of the unit teachers will plan a low stakes quiz style task to assess recall of key information.

Formative assessment on a lesson by lesson basis could include:

- Teacher observations
- Pupil books
- ICT work
- Discussion

Work in books/ICT will children to develop their skills:

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

At the end of each academic year the teacher assesses each pupil against the progression of key knowledge and skills. These assessments are recorded on SIMs, monitored by the subject leader and passed on to the next teacher to inform future teaching and learning

Equality, equity and inclusion

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography. A copy of the school's equal opportunities policy can be found in the school office.

Children with special educational needs and disabilities are supported and learning scaffolded so that they can achieve the lesson outcomes. The ways in which we do this are:

- Adaptive teaching
- Bespoke scaffolding
- Adult support
- Bespoke workstations and specific equipment for the child's needs

Role of the Subject Leader

The Geography subject leader leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Safeguarding

The school's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office. This is supplemented with county guidance concerning Educational Visits.