

## Geography Policy

### Intent

At Havannah Primary School our intention within Geography, is to develop within our pupils a deep sense of location and place knowledge. Pupils will show curiosity about the world around them by asking questions and taking part in discussions as well finding out about environmental issues and how they can help improve these.

Our curriculum will nurture a deep sense of inquisitiveness and ingenuity within our pupils and enable children to make connections and transfer skills and knowledge to a variety of learning opportunities. Our uniquely creative curriculum will inspire our pupils, stimulate their curiosity about places and locations and encourage investigation and critical thought.

Pupils will leave Havannah Primary School, with cultural capital of knowledge about the world that will be useful for their lives. This will include a high quality education that encourages learners to question local, national and global issues. As well as recognising differences across contexts and opening pupils' eyes to different views about the world. The aims of the Geography curriculum at Havannah Primary School are:

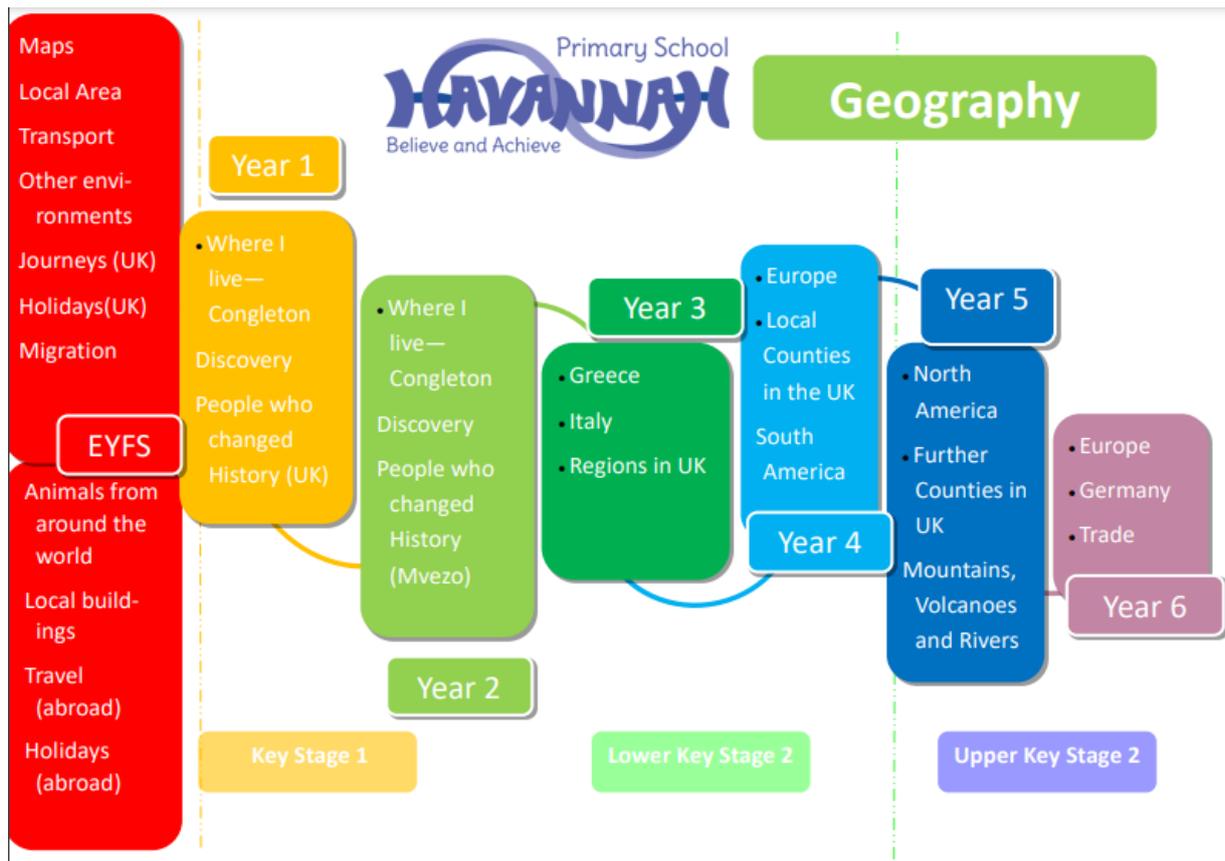
- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, 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 in children a variety of other skills, including those of enquiry, problem solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

### Implementation

The curriculum for Geography is divided into topics per term for every year group, which is set out below. Each topic builds on previous learning and objectives are taken from the National Curriculum and made bespoke to ignite pupils from Havannah and our location within Congleton.

Geography is taught within topic blocks throughout the year, so that children achieve depth in their learning. The Geography subject leader has identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a knowledge of places and locations around the world which they can identify on a world map. They will be able to use map and fieldwork skills and compare the human and physical impact of an area. Interlinked with studies of key areas and countries and the impact these have on the whole world. Each year they will improve their knowledge and skills in about Geographical locations.

Cross curricular outcomes in Geography are specifically planned for with strong links between the non-core curriculum particularly History enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded within practice, with a local area walk added to every year group. Planning is informed by and aligned with the National Curriculum with a particular emphasis on knowledge of places and map skills, with the subject leader writing Knowledge sheets for each topic.



Outcomes in Geography books demonstrates a broad and balanced curriculum, which offers pupils a variety of creative opportunities. Pupils review their knowledge throughout the unit and place it within a map which develops throughout their primary career.

Our Geography curriculum also demonstrates progression across key skills: use of maps and fieldwork, impact of human and physical geography, knowledge of places and locations.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Planning across year groups to ensure progression of skills
- Providing adaptive teaching so children can access tasks
- Providing resources of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

### **Geography Curriculum**

The National Curriculum defines the content of the school curriculum for Geography:

#### **Key Stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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**

Pupils should 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.

### **Foundation Stage**

We teach Geography in the foundation stage as an integral part of the topic work covered during the year. We relate the History element of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives within the Understanding of the World strand, developing a child's knowledge and understanding of the world through their own lives and family. Within EYFS children explore a map of the United Kingdom and devise simple maps of their own environment. The concept of growth and change provide opportunity to explore themselves and their own development. A wide range of quality texts enable practitioners to explore the sense of self, family and places explored, anchoring understanding to children's own memories.

### **Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Geography provides opportunities for teaching that reinforces this ideal. Special Educational Needs Children with special educational needs are taught the full geography curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in geography lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

### **Assessment, Record keeping and Reporting**

Children's work in Geography is assessed by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and highlights the success criteria in accordance with the school's marking policy and comments as necessary. Each lesson will begin with Flashback 4 revising previous learning from lessons and years before. This will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging or expected expectations for the key geography objectives. Teachers should judge which description best fits the pupil's performance.

It is important in the assessment of geography that the children can apply their knowledge, skills and understanding to identify places on maps and impact humans have on the world around them. Pupils should also be able to record their knowledge in a variety of ways, using maps and atlases. Parents will be informed on the Summer Term report about children's progress in Geography.

### **Impact**

Outcomes in Geography books demonstrates a broad and balanced curriculum, which offers pupils a variety of creative opportunities. Pupils review their knowledge throughout the unit and place it within a map which develops throughout their primary career.

Our Geography curriculum also demonstrates progression across key skills: use of maps and fieldwork, impact of human and physical geography, knowledge of places and locations.

### **Monitoring and review**

The geography subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in Geography
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of Geography
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the geography curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks
- Checking assessments are up to date

Updated 17<sup>th</sup> May 2023