

Beverley St Nicholas Primary School



Geography Policy

February 2020

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1. Curriculum Intent Statement

It is our intent at Beverley St Nicholas Primary to deliver a *Geography* curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

2. Implementation

Ongoing Working Walls ensure children have access to key language and meanings. The children will understand this information and readily apply it to their written, mathematical and verbal communication of their skills, in a purposeful context. This promotes connections to be made across all foundation subjects where applicable.

- **Key Vocabulary:** The promotion of a language rich *Geography* curriculum is essential to the successful acquisition of knowledge and understanding in *Geography*.
- **Independent learning:** In *Geography* children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors.
 - **Resources:** Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.
 - **Enhancement:** In order to enhance the curriculum for geography, children access the local area by making connections through all the different curriculum areas and have access to a local map. With this map they navigate and apply their geographical skills when accessing the local area.
- **Educational Visits** will enhance their cultural understanding. Where applicable links to geography will be made to develop the children's topical learning.
- **Outdoor Learning opportunities:** Curriculum Teaching and Learning should plan for outdoor active learning opportunities within geography lessons. This may be using the school grounds, local area or wider community to apply and explore their subject specific task. Children will access their local environment to get a hands on experience in their learning. Children will become more aware of their local environment and as they progress through their geographical education and use a map specific for their areas of enquiry.
- **British Values and PSHE:** Children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences.
- **Aspirations:** Pupils will expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths. These opportunities will encourage pupils to broaden their horizons, understand what they could achieve and raise aspirations for the future.

- Curriculum Open Mornings: These will celebrate and raise the profile of what is being taught in Geography throughout school.

3. Impact

- Children will achieve age related expectations in Geography at the end of their cohort year.
- Children will retain knowledge that is pertinent to geography with a real life context.
- Children will understand how geography 'happens' in their local area.
- Children will have a good understanding about the world around them and how it has been shaped.
- Children will know more, remember more and understand more.
- The pupil voice will represent an understanding of what geography is and how they have applied this learning in a given context as part of a highlight task.

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- Children will retain knowledge that is pertinent to geography with a real life context.
- Children will understand how geography 'happens' in their local area.
- Children will begin to understand their wider world and the implications that we as citizens have on it.
- Children will work collaboratively to solve problems and explain the processes that they have taken/observed within a real life context.
- Children will act as good citizens within their local community.

Children will develop aspirations towards careers based on Geography. They will have an understanding of the types of Geography based jobs that are available. They will make connections between doing well at school and gaining interesting and meaningful employment.

Curriculum Open Mornings will engage children and give their learning a sense of purpose. Sharing it with their parents will deepen understanding and heighten interest.

4. Planning and Progression

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group from EYFS to Year 6. Subject Progression grids are used to develop long term plans. Teachers use the long term planning to plan units of work and deliver individual lessons.

5. Teaching and Learning Pedagogy

In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:

- Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
- Enquiry-based learning

- Teacher modelling; questioning; mix of individual, paired and group instruction
- Pupil-led learning; opportunities to showcase learning
- Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.

6. Assessment

At Beverley St Nicholas assessment in Geography comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the Geography National Curriculum. At the end of each term teachers judge children against these criteria using the school's assessment system Educator. This data is then analysed by the Geography subject leader.

7. Resources

Teachers will ensure that geography resources are used to support and enhance teaching of geography. Resources such as Globes, atlases, maps, compasses, measuring equipment (small and large scale), posters, binoculars, clipboards, interactive resources will be used regularly throughout units of work. Geography based topic books will be made available in classrooms when geography units of work are being taught. Ongoing Working Walls will ensure children have access to key language, vocabulary and meanings.

8. Equal Opportunities and Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Co-ordinator Responsibilities

The Geography subject leader is responsible for:

- Monitoring the teaching and learning of Geography.
- Overseeing and implementing the Geography policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering Geography to their class.

10. Parental Engagement and Reporting to Parents

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to help in the classroom, and to termly curriculum mornings, and kept informed regularly of their child's progress, both formally and informally.

In *Geography* parents and other relatives can contribute by bringing their memories, artefacts and knowledge to the children and their lessons.

11. Policy Review

Policy Reviewed: February 2020

Review Date: February 2021