



## **GEOGRAPHY POLICY**

### **Introduction**

At Meadow Farm Community Primary School, 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. Our 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 develop knowledge and skills that are progressive, as well as transferable, throughout their time at Meadow Farm Primary and also to their further education and beyond.

### **Curriculum Intent**

Geography teaching offers opportunities to:

- foster children's sense of awe and wonder at the beauty of the world around them and give them an appreciation of the cultural and economic diversity;
- 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 multicultural 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 a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

### **Implementation of policy**

Geography is taught in three blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and the subject co-ordinator has given consideration to ensure progression across topics throughout each year group across the school. At the beginning of each

topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## **Teaching and Learning**

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The learning intention for each lesson is informed by the National Curriculum and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in geography is supported by a wealth of resources, such as books and key artefacts. Outdoor learning is planned for and progressive throughout the school. Knowledge organisers have been created for each topic containing with key knowledge and skills, along with key vocabulary, to support affective assessment and ensure progression across the school.

## **Impact**

The impact of this is to ensure that children at Meadow Farm are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable learning objectives for each lesson with child and teacher review of the agreed success criteria.
- End of topic assessment that children complete in their books. This could be a range of question styles (multiple choice, matching, labelling, written response).
- Teachers and subject co-ordinator assess the children's knowledge and retrieval against the 'core knowledge' assessment document that is created by the class teacher. This document includes National Curriculum links, core knowledge, skills, key vocabulary and links to other topics.

## **The Foundation Stage**

We teach geography in our Reception and Nursery classes as an integral part of the topic work covered during the year. As these classes are part of the Foundation Stage of the National Curriculum, we relate the geographical aspects 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 development of each child's knowledge and understanding of the world. This involves guiding children to make sense of their physical world and community.

We aim to enhance the children's knowledge and sense of the world around them by visiting our local area.

## **Planning and Resources**

Geography resources are stored centrally within the cupboards in the Hall and are organised into topic themes. Our school library also contains a range of geography topic books to support children's individual research. Children can also use ICT resources, remotely enabling parents to become involved in their child's learning.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded for each topic on a knowledge organiser. These are also explicitly outlined for each topic on the curriculum toolbox, which states the learning objectives for each lesson, thus showing the progression the children will make throughout the topic.

## **Monitoring and Review**

Work scrutinies and discussions with pupils are undertaken during the year. Evidence of on-going work is also gathered through assemblies, school trips and displays. Children's work in History and Geography is assessed by making informal judgements. This is done through on-going observation and on completion of a piece of work. Progress in humanities is tracked half termly using class track and is reported annually to parents.

Policy prepared by: Tayla Gilmore, Geography Leader

Date prepared: 03/07/2023

Date ratified by the Strategic Committee:

11.07.23



Signed:

Mrs M Gaiderman

Chair of the Strategic Committee

Signed:



Mrs S Eyre

Head Teacher

Review date: July 2026