



Slaley First School

Geography Policy

Nurturing Ambitious Individuals

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Contents

Our School Vision	2
Curriculum Intent	2
Our Curriculum Design	3
Curriculum Intent	3
Children's Charter	4
Inclusion	5
Curriculum and Impact	5
Assessment and Recording	5
Links to Other Policies	5
Review	6

Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

Curriculum Intent

At Slaley First School, the intent of our Geography Curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our geography curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

At Slaley First School, the geography curriculum teaches an understanding of places and environments. Through our geography curriculum, children explore 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.

Our intent is that the geography curriculum will enable the children to have first-hand experiences of the world, to learn how to draw and interpret maps, develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children will gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, the importance of sustainable development and promote key British Values.

Our Curriculum Design

Our Geography Curriculum is designed to allow each pupil to:

- Achieve the best possible academic standards in Geography regardless of starting point or ability.
- Experience and explore human and physical geographical features in a real life context.
- Understand their role in the sustainability of the world and global citizenship.
- Develop an excellent knowledge of where places are and what they are like. .
- Develop an extensive base of geographical knowledge and vocabulary. .
- Develop a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. .
- The ability to express well-balanced opinions, rooted in good knowledge

Curriculum Intent

We have studied the National Curriculum for geography as the basis for our curriculum planning and have adapted this to the local circumstances of our school,

Our curriculum planning is set out in three phases. Our long-term plan maps the geography topics studied in each term within each key stage. The Key Stage 1 and 2 teachers set this out in conjunction with the Headteacher. Our medium-term plans follow the national guidelines and give details of each unit of work for each term. Our short-term plans are lesson specific and learning objectives with differentiated success criteria are set out.

In Early Years, we teach knowledge and understanding of the world as an integral part of the topic work covered during the year. We relate to the geographical aspects of the children's work to the objectives set out in People, Cultures and Communities and The Natural World. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world. In People, Cultures and Communities children investigate the lives of people who live around them including their families, festivals, food and lifestyles. Through teaching of The Natural World, children talk about their local area and understand that there are many countries within the world.

In Key Stage 1, children are taught a variety of geographical skills. Children study their local area and investigate contrasting localities through first hand experiences and photographs. Through their study of contrasting locations, children discover the way people live and how environments are different and are changed for better or for worse. Our curriculum enables our children in KS1 to explore the world map including the seven continents and five oceans. They learn the countries that form the United Kingdom and increase their geographical vocabulary. Through our teaching of weather in the UK and around the world, children are supported to think about the effect of weather on people. We encourage the children to reflect on the impact of mankind on our world and what it means to respect and celebrate different cultures and communities.

In Key Stage 2, children continue to examine contrasting localities and deepen their thinking of human and physical geography. Children study mapping, space, scale and distance and they learn how to use grid references. They use graphs to explore, analyse and illustrate a variety of data. In Year 5 and 6 children investigate time zones and scales using degrees of longitude and latitude.

Children develop their research skills using a variety of sources, including the internet, to discover more about the world. Children can use the globe to record and present learning in geography. Geography lends itself to raising matters of citizenship and the nature of the subject means that children have the opportunity to take part in debates and discussions. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping and acquire a positive attitude towards others. Thus, geography in our school promotes the concept of positive citizenship, promoting British values through respect and tolerance of others and their differences. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development as well as moral ethos.

At Slaley First School, geography is taught so that children are equipped to thrive in the world around them.

Our Children's Charter

In Geography our children are entitled to a world class curriculum which enables them to;

- Undertake fieldwork and gain first-hand experience e.g., standing in a river, climbing a mountain.
- Gain a knowledge and understanding of places in the world;
- Develop an awareness of other cultures and, in so doing, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British values
- Learn graphic skills, including how to use, draw and interpret maps;
- Understand environmental problems at a local, regional and global level;
- Be encouraged to think ethically about the sustainability of the world
- Understand and appreciate global citizenships;

Inclusion

At Slaley First School we teach geography to all children, according to their relative starting points. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable adjustments to achieve this.

Curriculum Impact

Through our curriculum we are enabling children to gain a broad and balanced understanding of the key geographical skills and knowledge of their local, regional and global environments. The curriculum supports children in developing their understanding of both the physical and human geography around the world. The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. The key stage teachers are responsible for regularly monitoring and reviewing the curriculum and outcomes in conjunction with the Headteacher. Time is allocated for reviewing samples of children's work and for visiting classes to observe teaching in the subject. Feedback will be given around what is going well and what are the ways to grow. Our assessment system is used to reflect on the progress that is being made over time in Geography.

Assessment and Recording

Teachers assess children's work in geography in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

Links to other Policies

Equality information Policy
Teaching and Learning Policy
Feedback and Marking Policy
Assessment policy
SEND policy

Review

This Policy will be reviewed every 2 years by the SPDC Committee. Governors may however review the policy earlier if the Government introduces regulations or the Governing Body receives recommendations about how the policy may be improved.