



Geography Policy

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Checked and Reviewed by:	Governing Body		
Approved by:	Governing Body		
Document Title:	Geography Policy		
Version Number:	1	Date of Next Review:	Autumn 24

Intent

At Rattlesden we aim for a high quality geography curriculum, which inspires a keen interest in the natural and human aspects of the world. The children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We seek to inspire in children a curiosity and fascination about the world and its people; 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.

Implementation

In Early Years and key stage 1, history is incorporated into termly themes such as Amazing Animals which include learning about the continents and climate in different parts of the world. These topics are arranged on a three year cycle.

In key stage 2, the geography curriculum is incorporated into our creative curriculum through termly themes which include topics such as Chocolate and Africa. The curriculum is organised on a four year cycle. Progression is carefully planned for to ensure that the children have a progression of skills as they move through key stage 2.

Children have the opportunity to work alone, in pairs or as part of a mixed group when working on projects. Children are encouraged to use computers, books and a variety of online sources as well as local fieldwork opportunities to help them with their learning. We are keen that learning is practical and memorable and so during their time at school, children will experience a number of educational visits to places of geographical interest and visitor experiences to bring geography to life.

Impact

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning. By the end of the Geography curriculum at Rattlesden Primary Academy, our children will have a growing knowledge of the world and their place in it, have a wider vocabulary of geographical terms, and aspire to discover more about the world, through reading, travel or the media. They will know that they can use their voice to express themselves and their opinions and be ready to further develop their geographical skills, such as, evaluation, creativity and problem solving.

Introduction

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live. 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. Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Rattlesden Primary Academy, we believe it is important to build a geographical curriculum that builds a curiosity for learning to help them to know more, remember more and understand more.

Organisation

EYFS

A child's knowledge and understanding of the world develops through hands-on practical experiences and opportunities such as making use of indoor and outdoor areas for investigations of the natural world, providing play maps, role play reflecting diversity and finding out about different cultures. During their time spent in early years the children will be given many opportunities to develop their knowledge and understanding of the world including time spent in Forest School

KS1

In Key Stage 1, a 3-year topic cycle has been designed to ensure a highly engaging curriculum is offered to our children across the whole of key stage 1 (And EYFS). It is carefully planned to provide opportunities to develop the skills and understanding the children will need as they progress through the key stage and onto key stage 2. Each topic has been designed with a main focus on Geography and History, but provides excellent opportunities to develop other areas of the curriculum. Texts have been chosen, to enhance both the topic and English curriculum and provide opportunities for the children to write for a purpose. We aim to provide some exciting trips and visits to complement the teaching and learning.

KS2

In Key Stage 2 a 4-year topic cycle has been designed to ensure a highly engaging curriculum is offered to our children across the whole of key stage 2. It has been carefully planned to provide opportunities to develop the skills and understanding the children will need as they progress through the key stage and onto key stage 3. Although the topics have been designed with a main focus on Geography and History, many of them provide excellent opportunities to develop

other areas of the curriculum. Texts have been chosen alongside each topic, to enhance both the topic and English curriculum and provide opportunities for the children to write for a purpose. We aim to provide some exciting trips and visits to complement the teaching and learning and to provide some ‘wow’ moments for the children.

Threads

Learning Threads At our school we believe that the children learn best when they are able to make links and connections in their learning. Within our Geography topics/themes throughout the school, threads of knowledge run through the curriculum – the topics/themes are the vehicles for placing the threads in context. Where appropriate within each topic, pupils develop their knowledge and understanding of this concept. Our threads are as follows...



By carefully mapping these threads across our topics and revisiting them in different sequences of learning, we will help children gain geographical perspective by placing their growing knowledge into different contexts. These threads are revisited over time and add to the cohesiveness of our curriculum as the children progress through their primary education.

Teaching and Learning

The geography programme will be delivered by all geography staff in a range of teaching and learning situations with respect to the needs of individual pupils and using our local environment where appropriate. 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

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, which is embedded as an essential part of teaching and learning, 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 live marking where appropriate, to engage children with their learning
- 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 progression between year groups
- Involves sharing learning objectives with pupils and involves pupils in peer and self-assessment and reflection of their learning
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.

Planning and resources

The Geography Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's geography programme. The subject matter covered in geography reflects the requirements of the National Curriculum.

As the same Geography topic is being taught in multiple classes, care and consideration will be given to ensure that there is a progression in knowledge, skills and vocabulary using our school documents as a guide for this.

Challenge and Support

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about geography. Work is differentiated to assist in children's learning in terms of learning outcomes, tasks, teaching methods and resources. Support for 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.

Role of the subject leader

- Developing, resourcing and reviewing the school's Geography Policy.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Keeping staff informed of visits and CPD
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding geography.
- Providing guidance, including INSET training to geography staff, as part of their ongoing professional development
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Celebrating and promoting the geography curriculum and the work of pupils' throughout the school.

Teaching staff

Teaching staff will be responsible for:

- Contributing to the development of the Geography Policy and teaching programmes, with the Geography Coordinator.
- Developing schemes of work and lesson plans in line with the school's geography policy and the objectives of the geography curriculum.
- Facilitating the teaching of their respective geography curriculum, including coordinating activities and resources within their specific areas.
- Attending and contributing to any INSET organised by the subject leader.
- Keeping apprised on current affairs and best practice on their geography curriculum, and applying this to their teaching.