

# Great Bardfield Primary School



## Geography Policy October 2022

*'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'*

**National Curriculum 2014**

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allow pupils to explore the relationship and interactions between people and

the environment in which they live and upon which they and all life on Earth depends.

The Geography curriculum aims to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Great Bardfield, Essex and the city of London so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

In particular we have established a school curriculum plan for geography that is aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core geographical skills.

Through high quality teaching, we aim to develop inquisitive geographers by:

- Including content, which is logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and in line with National Curriculum.
- Sequences of lessons ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries as they progress through the school.
- Building upon and has continuity with the provision for geography established in the Early Years Foundation Stage and in particular addresses the knowledge and skills expectations of the Past and Present Early Learning Goal.
- Inclusive in terms of delivering the same curriculum to all our pupils irrespective of specific learning needs or disabilities and adapting where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

### **Implementation:**

As part of this planning process, teachers need to plan the following:

- A medium-term plan which plans enquiry-based questions to allow our pupils not only to build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. through child led learning.
- A cycle of lessons for each enquiry, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge to the point where they can answer the initial enquiry question.
- Learning activities are varied including the use of mysteries, maps at different scales, geographical puzzles, photographs and drama. We also provide varied and adapted ways for pupils to record the outcomes of their work including the use of concept mapping, annotated diagrams, improvised drama and the application of wide range of writing genres.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner.
- Trips, including fieldwork, and visiting experts who will enhance the learning experience.
- A means to display and celebrate the pupils' work in their class.
- Assemblies, special days, celebrations and events.
- Appropriate curriculum themed home learning tasks which children complete with adults at home.

At Great Bardfield Primary School our Geography Curriculum is delivered through a combination of discrete teaching sessions linked with our key skills (respect, resilience, reflectiveness, resourcefulness and responsibility) and school values. It is important to note that knowledge and understanding are interlinked; learning from one area may be pertinent to others. A typical Geography session will include all children working towards the same learning objective. How they meet the learning objective will look different for the individual child. Learning may:

- explicitly teach geographical knowledge: the lessons that offer factual information

- explicitly teach geographical understanding: the lessons that develop understanding of the World, the UK and the local area.
- teach the topic-specific skills: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

Lessons are inclusive and are adapted in a range of ways to suit the needs of the learner. Where available, LSAs are used to support individuals or groups of children.

## **SEND**

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

Within the geography lesson, teachers not only provide activities to support children who find geography difficult, but also activities that provide opportunities for children to extend their knowledge skills.

## **CROSS CURRICULAR LINKS**

Throughout the curriculum, opportunities exist to extend and promote Geography. Where possible, children are given opportunities to apply their Geographical knowledge and skills to other subjects. For example:

- Children are given time to apply these skills within their English lessons through both reading and writing.
- Links are made with Maths through topics such as position and direction and statistics.
- Links are made with PE through topics linked with Dance and outdoor and adventurous activities units.

## **RESOURCES**

Whole school resources are organised into themes and are stored in the resource shed in clearly labelled boxes. All classrooms have a regularly updated Topic Wall that reflects the humanities topic being taught. Classroom resources are clearly labelled and easily accessible to children.

## **COMPUTING**

Throughout the school, all children are given access to computer programs to enhance their learning.

1. **Google Earth** to visit important monuments, view countries and continents and compare to a globe.

2. **Google Maps** to support fieldwork and map of drawing both the local area and wider world.
3. **Tourism Websites** to support research of countries and towns such as a coastal town.

## **IMPACT**

Our Geography Curriculum is high quality, each enquiry which forms our programme of learning and teaching sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.
- Summative termly assessments which enable us to record and track progress and attainment.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for geography in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

## **ROLE OF THE GEOGRAPHY LEADER**

- To take the lead in policy development.
- To support colleagues in the delivery of the Geography curriculum
- To monitor progress in Geography – eg: leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for Geography, in consultation with colleagues.

- To be familiar with current thinking concerning the teaching of Geography, and to disseminate information to colleagues.
- The leader will be responsible to the Headteacher and will liaise with the named link Governor.

### **MONITORING AND EVALUATION**

The subject leader monitors and evaluates the quality and standard of Geography throughout the school and supports teachers to develop their practice. In practice, this includes learning walks, dropping into geography sessions, book looks and discussions with both pupils and staff.

Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with time in addition to their PPA, to plan their curriculum.

Other relevant documents:

- Marking and feedback policy
- Homework policy
- Early Years Foundation Stage policy
- Assessment policy
- Geography Skills progression
- Geography Long Term Plan
- SEND policy
- Educational visits policy
- Health and Safety policy

This policy also should be read alongside the National Curriculum in England (published September 2014).