

IGHTENHILL PRIMARY SCHOOL



Geography Policy



“TO BE THE BEST THAT WE CAN BE”

Intent

At Ightenhill Primary School, we believe that geography is a vehicle through which children can learn key skills, ask questions, interrogate ideas and formulate an understanding of the world around them. 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. The geography curriculum at Ightenhill Primary School, enables children to develop knowledge and skills that are transferable to other curriculum areas, which can be used to promote our school values. Geography, by nature, is an investigative subject – through careful planning, our geography curriculum develops an understanding of concepts, knowledge and skills. We seek to inspire children’s 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 to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Ightenhill Primary School and also to their further education and beyond.

Implementation

At Ightenhill Primary School, our geography topics are planned on a two-year cycle across Key Stage One, lower Key Stage Two and upper Key Stage Two. This allows us to have a whole school overarching theme or key question, giving our large school a shared purpose and vision. Geography topics are planned with the clear learning intentions linked to the National Curriculum expectations. To ensure the subject content from the National Curriculum is delivered appropriately, knowledge organisers have been developed for each topic; these outline the key skills, facts and vocabulary that the children will experience. Geography topics are organised so that links can be made with other subjects. Topics are made vibrant and enhanced by the provision of good quality information books, visits or visitors. As with all of our curriculum, a high emphasis is placed on the promotion of literacy skills so quality texts provide ample opportunity for children to read and learn about the world we live in.

In EYFS, children are taught early Geography Skills through carefully planned units of work. This allows children to secure basic skills in the ‘Understanding the World’ and areas of learning that will build the foundation for the Key Stage One Geography curriculum. In Key Stage One and Two, children are taught using the “Rising Stars” scheme of work. The scheme ensures that the ‘subject content’ as stated by the National Curriculum, is taught throughout both key stages.

Teaching and Learning

Experienced staff plan together to develop a series of lessons that incorporate a range of teaching strategies designed to maintain the children's interest, they use the Rising Stars planning as a basis to do this. Variety in the lessons cater for the different learning styles of our pupils. Through careful planning, the use of sources and artefacts, children will be provided with opportunities to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- become competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Promoting our school value, **‘ambition’**, we have high expectations of all children and encourage them to be successful and achieve their full potential. Where teaching assistants are available, they are used to support individuals or groups in the classroom to ensure that all pupils access the learning.

As a school, we aim to teach our children key skills that can be applied across the curriculum and in real life contexts. By adopting the ‘Empowering Learners’ curriculum, we hope that our children will become: self-managers, effective participators, resourceful thinkers, reflective learners, independent enquirers and effective team workers. This also develops the children’s mindset, encouraging them to be **responsible** and **resilient** learners.

Planning

The two-year cycle balances the teaching of the expected subject knowledge from the National Curriculum and the experiences and knowledge that our children need to be responsible citizens in our local community and wider society. These additional units stem from the wider curriculum and include topics such as Reducing the use of single-use plastics; improving the quality of our local rivers and the importance of protecting our environment.

Weekly geography lessons are planned by teachers and monitored by the Geography Leader.

Planning includes:

- clear learning intentions linked to the geography outcomes from the National Curriculum
- key learning questions, vocabulary and skills
- differentiated learning activities
- assessment opportunities
- use of teacher and support
- progression across the series of lessons building on prior learning from previous years

Pupil’s records of their work

There are various ways for pupils to record their work in geography. These may include:

- formal written work
- drama activities
- diagrams / posters / use of ICT to present their work
- presentations
- class debates and discussions – recorded by sticky notes / displays or photographs
- written investigations and/or fieldwork
- diagrams/maps

Written work is completed in the child's Geography book. The children are encouraged to work neatly using the school's presentation policy. Good standards of English and grammar are an expectation of all written work.

Feedback and Marking

Work is marked in accordance with the feedback policy. A traffic light system is used to assess the children's understanding of the learning intention where appropriate. Children are expected to respond to their feedback and marking, and edit and improve their work accordingly.

Assessment and Record Keeping

Teachers are expected to monitor the progress of the children in their class. Expectations for the end of year are in the children's books and teachers should refer to these when making judgements on the children's progress and attainment. Formative assessments are used weekly against the knowledge organisers to ensure that learning is taking place.

Summative assessments are tracked by class teachers after every geography topic. These are kept on the central teacher network and are used to monitor if children are working at age-related expectations. At the end of the year, all children's assessment will be recorded on an excel spreadsheet and passed to the Geography Subject Leader and SLT. By the end of the year, the majority of children should be at 'standard' and with some children 'greater depth'. Children who are 'working below' will be given extra support and monitored by SLT.

Monitoring

The monitoring of geography includes:

- reviewing planning, teaching and learning
- work scrutiny
- learning walks
- pupil interviews

The results of such activities are recorded on a SERF sheet and forwarded to the headteacher.

Additional Resources

Resources are stored centrally and accessed by teachers at the beginning of a topic. Library loans can be ordered from outside agencies and must be requested in advance of the topic being taught. All classrooms have a globe, world map and access to children's maps and atlases.

Impact

- Children will enjoy Geography lessons and look forward to learning more about the world around them.
- Children will have the skills to find answers for themselves and conduct research about the world around them to continue to instil the love for learning.
- Evidence of work will show a clear progression of skills across year groups. It will also show a range of topics covered and cross-curricular links.
- Standards in Geography will be as high as expected in other subjects such as maths and literacy.

- Teacher assessments are moderated and discussed professionally to ensure standards are high across all year groups. The information informs planning and any necessary changes are made.
- SLT and the governing body are informed of progress in Geography regularly through subject reports and annual subject action plans.

The Governing Body

Annual reports are made to the governors on the development of, and standards in geography.

Online Safety

All members of the school community have a responsibility for promoting and supporting safe behaviours online. ICT and online resources are increasingly used across the curriculum. At Ightenhill Primary School, we believe it is essential for e-safety guidance to be given to the pupils on a regular and meaningful basis.

Pupils are taught about copyright and respecting other people's information, images, etc. through discussion, modelling, and activities as part of the curriculum. Additionally, pupils are taught to critically evaluate materials and learn good searching skills.

Staff must preview any recommended sites before use. Particular care must be taken when using search engines with the children as these can return undesirable links. We continually look for new opportunities to promote e-safety.

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Kathryn Dunderdale