



# **Geography Policy**

**February 2022**

Review date: September 2023

**Subject Leader:** Lisa Perry

## Statement of intent

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that build on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised in order to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

## Introduction

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.

## School aims

Through our teaching of geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the different communities and cultures within Braintree, Essex, Great Britain and the world- and how these relate to each other.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems within Beckers Green Primary School and the wider world.
- Encourage children to be proactive with climate change
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).

## National Curriculum aims

The national curriculum for geography aims to ensure that all pupils:

- 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

- are 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.

## **Organisation**

Geography is taught using the school's topic-based approach to learning and topics are organised and sequenced to enable pupils to revisit prior learning and activate prior knowledge before learning new information.

Geography lessons are blocked and taught together each term to immerse pupils in their learning and to offer opportunities to revisit, in order for them to transfer their skills and knowledge into their long-term memory.

We enable pupils to have a full range of activities involved in learning Geography. Where children are to participate in activities outside the classroom, for example, a fieldtrip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Planning (including differentiation, inclusion and evaluation)**

We carry out the curriculum planning in Geography in two phases: long term and short term. The long-term plan maps out the skills progression to be covered in each term for each key stage. The plans contain vocabulary, learning objectives and specific questioning to produce metacognition in the classroom. The short-term plan is devised by the class teachers to include key vocabulary, learning objectives, questioning and the lesson outline.

At our school we teach Geography to all children, whatever their ability. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National curriculum allows us to consider each child's attainment and progress against expected levels.

## **Resources**

Geography resources are stored in topic boxes in the LKS2 corridor and upstairs in the resources room. Teachers are responsible for ensuring there are adequate resources for upcoming topics and identifying if additional resources are required. This should be highlighted to the subject leader with sufficient time for resources to be purchased if necessary.

## **Assessment, recording and reporting**

Teachers assess children's work in Geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Low stakes quizzing is devised by the teachers to coincide with the subject knowledge planners to show progression from beginning/ middle and end of subject block. Observations within the lessons, children's work in books and low stakes quizzing provide evidence for teachers to make a judgement about each child's attainment. Curriculum Maestro is used to record children's progress termly, assessing their attainment as beginning, within or secure in the band for their year group.

## **Monitoring**

At Beckers Green we believe that the most effective way to monitor the impact of our Geography policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently, and robustly.

Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in Geography:

- Lesson observations and drop ins
- Data drop and subject leader data review: Using Target Tracker we use the termly data to inform our planning and areas we need to develop or support
- Governor visits. As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan
- Pupil voice. Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of Geography at our school and their feedback actively informs subject development through our curriculum action plan