



St. Laurence C.E. Primary School

Geography Policy 2021

This policy outlines the teaching, organisation and management of the Geography taught and learnt at St. Laurence's C. E. primary school. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

Curriculum Statement

Vision

At St Laurence's Primary school children are encouraged to develop a greater understanding of the world, as well as their place in it. The Geography curriculum enables children to develop knowledge and skills that are progressive and transferable to other curriculum areas. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We also aim 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.

Geography is a valued part of the curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography encourages children to learn through experience particularly fieldwork and practical activities.

We strive to ensure our geography curriculum for all our children is..... INSPIRING, EXCITING, INNOVATIVE, MEANINGFUL AND RELEVANT.

At the core of all we do is our three main values: creativity, trust and wisdom.

As a **creative** medium geography is an ideal subject to enable our pupils to express themselves:

It is worthwhile noting that the first aim of the 2014 National Curriculum is:

'It introduces students to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.'

- Expressive: where students have opportunities to express themselves, such as their interpretations of places or feelings of awe and wonder; and also to use the expressive work of others (e.g. poetry, literature, painting, music) as a starting point for an activity.
- Imaginative: where students apply imagination in response to a geographical situation e.g. letter to a friend about visiting Tokyo; using visual images alongside text; creating a 'rainforest' environment in the school corridors; a comparison between the Eden project and the creation; Cartoons with messages about tourism.
- Critical thinking: where students are asked to investigate and critically address problems and issues about places and environments e.g. the environmental audit display and newspaper article produced for the local area.

We develop **trust** in the way we work, encompassing teamwork, relationships, and ensuring pupils feel confident within themselves (positive mind set) and their learning environment.

We believe that an encompassing geography curriculum will enable our children to develop **wisdom**; it enables pupils to express their own thoughts and opinions and listen to the opinions of others; encouraging children and staff to reflect on their learning and promote metacognition: where children use higher order thinking skills.

Ethical considerations and awareness of environmental issues occur throughout much of the geography curriculum: ***caring for our planet and understanding the need for sustainability***, demonstrating the **wisdom** of making good decisions.

Implementation

Early Years In the early years, pupils explore geographical themes and content throughout the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop a sense of their physical world, as well as their community, alongside opportunities to explore, observe, and find out about people, places, technology and the environment. We teach Geography as an integral part of the responsive topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals / Characteristics of Effective Learning, which underpin the curriculum planning. Geography makes a significant contribution to the Early Learning Goals of developing a child's knowledge and understanding of the world through a wide range of child initiated and adult led activities.

Key Stage One and Two.

Children will focus on a wide range of Geographical knowledge and skills.

Both key stages will focus on Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical skills and Field Work.

To achieve the objectives of the Geographical Curriculum, the subject will be taught as an on-going unit, or taught as an isolated topic delving deeply into a rich geography focus or on occasions teaching Geography as it appears naturally with another subject where both lend themselves beautifully to enhance the children's learning. 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.

Geography shall be taught through a wide range of rich environments: our school environment, Ludlow Town, River Teme, Mortimer Forest, the Shropshire Hills and the Welsh Coast.

A variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group and individual work.

Learning activities may consist of:-

- Whole class daily focus, for example on weather.
- Groups, mixed ability or differentiated tasks.
- Relevant discussions at class, group and paired level.
- Opportunities for children in groups to communicate findings in a variety of ways including the use of ICT.

Teachers have identified within the planning the key knowledge and skills for each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross-curricular outcomes in Geography are specifically planned for, where appropriate.

All children will have equal access to the Geographical Curriculum and reference will be made to ensure that health and safety, equal opportunity and special needs policies are met.

Impact

Outcomes in topic books, learning journals, wall displays evidence a broad and balanced Geography curriculum. As children progress through school, they acquire key knowledge and skills and develop a sound knowledge and understanding of both human and physical Geography. Children appreciate their local area and its place within the wider geographical context. Children gain an appreciation of life in different societies and develop a sense of other cultures and how nations rely upon each other. At the end of each Year Group, children achieve age related expectations in Geography and retain the knowledge and skills learnt from each unit of work.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At St Laurence's, we use summative and formative assessment to determine children's understanding of key Geographical knowledge and skills. Assessment 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 their understanding; in line with the *school's underlying ethos for children to gain confidence in articulating their knowledge and expressing themselves clearly.*

Provide effective feedback, including interactive marking, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

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 the acquisition of pre-identified key knowledge of each topic being evidenced through the outcomes.

Use of specific and measurable learning objectives for each lesson which children and teacher's review against the agreed success criteria.

Each child's attainment and progress in Geography is formally reported to parents at the end of the school year in the end of year report.

In the Early years children are assessed according to the Development Matters attainment targets and at the end of the Foundation years against the Early Learning Goals.

Cross- curricular links

Whilst learning about geography children will need to access knowledge and skills from other curriculum areas. For example they may need to draw upon data handling and computing knowledge; scientific skills or even speaking and listening, to debate environmental issues: all in the application of their learning. All of these links need to be relevant and purposeful and emphasise that we cannot learn about geography in isolation but also that whilst they are studying this subject the principles and disciplines of Geography are always central to what is being taught.

SMSC Development

Spiritual education in Geography inspires awe and wonder at the natural world and its features such as rivers, mountains, hills, volcanoes, and the effect of weather and climate. Moral education in Geography provides opportunities for children to research topics such as deforestation and consider the extent to which these issues arise as a result of human exploitation of the natural world. Social education in Geography involves the study of real people in different societies and allows children the opportunity to make comparisons with their own locality. Cultural education provides opportunities for children to develop a sense of other cultures, their similarities and differences, and to recognise how nations rely upon each other.

Diversity

Through Geography, children learn about diversity of national, regional, religious and ethical identities: teachers encourage pupils to think about issues, problems and events and to use their imagination to consider other people's experiences.

Resources

Geography resources are stored centrally between Year 3 and Year 4 classrooms. The shelving is clearly organised and has an extensive supply of up to date Geography topic books, thermometers, rain gauges, compasses, and a range of up to date globes to suit the requirements of all pupils.

Children can also use ICT resources to support their learning.

Subject Essentials

Each term, children will have completed all objectives linked to their Geography topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work in topic books, photographs etc. All work will be marked and children will be expected to have spelt key geographical vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

Role of the subject leader.

The Subject Leader's responsibilities are:

To ensure a high profile of the subject.

To attend regular CPD.

To ensure a full range of relevant and effective resources are available to enhance and support learning.

To ensure progression of the key knowledge and skills identified within each unit and ensure that these are integral to the programme of study and secure at the end of each age phase.

To monitor books and ensure key knowledge is evidenced in outcomes.

To analyse assessment data.

To annually observe Geography lessons.

To annually hold pupil interviews.

To monitor planning and oversee the teaching of Geography.

To lead further improvement in and development of the subject as informed by effective subject overview.

To ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At St Laurence's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Gifted and talented / more able Pupils.

At St. Laurence's each teacher will liaise with the gifted and talented co-ordinator to ensure individual children's needs are met and that appropriate targets are set and reviewed regularly.

Class teachers are mindful of the extra needs of gifted and talented children, different questioning techniques and activities to allow further progression and challenge.

Inclusion

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted, to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Role of the Governors

The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives which are relevant to the subject. Reviews of action plans are sent to the Governors each year and the Governors meet with subject leads and provide link governor reports to the governing body annually.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/ activity (such as field trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits.