



Caldecote Primary School

Geography Policy

April 2020

**Our Geography Progression of Knowledge and Skills will inspire
in our pupils a real sense of curiosity to find out
about the world and the people who live there.**

Intent

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.

1. 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.

2. Principles of the Teaching and Learning of Geography

Geography is important because:

- It is essential to our understanding of the world around us
- The skills and knowledge of geography are applicable to everyday life

- Environmental awareness is a prerequisite for being a responsible citizen

Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “Geography in the National Curriculum” where they are presented under the headings of:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

3. Strategies for the Teaching of Geography

The Geography curriculum is organised on a skills and knowledge basis, although much of the geography is taught through topics. Staff plan and teach topics creatively, often linking geography with other subjects. Pupils are encouraged to develop a range of study skills allowing them to increasingly take control of their own learning.

Thus:

- Pupils work in mixed ability groups. SEND pupils are supported as needed (see 5. How we Support all Pupils to Achieve). More able children take their learning further and study in more depth.
- Fieldwork in the environment is a core component of the geography curriculum
- Enquiry and discussion are encouraged
- Information handling skills, including the use of a wide range of source materials are explicitly taught
- Resources are made readily available and accessible
- Pupils are encouraged to communicate their findings to others using a variety of methods including written or verbal reports and use of graphs or pictures

Geography is taught by class teachers with the support of teaching assistants as appropriate.

4. Trips, Visits and the Community

Classes take part in various trips to support their learning in Geography. These include: Hardwick Woods, Hunstanton beach and Sealife Centre, Scott Polar Institute, Bushcraft, Burwell House and many more including whole school initiatives such as litter picking and tree planting.

5. How we Support all Pupils to Achieve

Caldecote Primary School Geography is fully inclusive and we believe that all pupils are entitled to have access to a broad and balanced Geography curriculum and they are expected to achieve end of year expectations.

However, for some pupils with special educational needs and disabilities (SEND) additional or different support is needed for them to successfully access the Geography curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need, for example small group or 1:1 sessions or pre teaching.

6. Strategies for Ensuring Progress and Continuity

Planning in geography is a process in which all teachers are involved. Teachers use the Geography Progression of Knowledge and Skills and Curriculum Overview documents as well as Cornerstones and other resources to support their planning and teaching.

Medium term plans are drawn up for each half term that geography is studied.

Planning responds to the needs of the pupils.

7. The Role of the Geography Leader

- Take the lead in policy development
- Ensure key documents such as the Progression of Knowledge and Skills and Curriculum Overview are used to ensure National Curriculum coverage
- Monitor progress in geography and advise the Headteacher on action needed
- Liaise with the Geography Governor
- Keep up-to-date with developments in geography education and feedback to colleagues after courses

7. Assessment

Foundation assessments are carried out by teachers half termly and include judgements as to whether pupils are working towards, working at or working at greater depth for their year group.

8. Feedback to Pupils

Pupils are given opportunities to work independently or in guided groups with an adult and receive feedback either immediately by the adult via discussion in the classroom or at a later point in a 'Catch-Up' session if appropriate.

9. Monitoring/Evaluation of Curriculum Provision

Monitoring and evaluation is carried out to enhance the teaching and learning of geography within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for geography within the school in order that pupils make the greatest possible progress. However, more detailed evaluation is carried out by the Geography Leader under the guidance of the Head.

Monitoring is carried out by:

- Collating teacher's plans
- Collecting samples of pupils' work
- Informal discussions in the staff room
- Learning walks

Evaluation may be through a number of methods including:

- The assessment of pupils' work and their achievements
- The analysis of teachers' planning
- Discussion amongst groups of staff or the whole staff meeting
- External inspection and advice

The Geography subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

12. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:

Chair of Governors: Date: