



## Geography Policy

### Overview

*“An inclusive geography curriculum focuses on helping pupils to question and understand a range of spatial issues related to diversity, inclusion and exclusion, and on encouraging them to be tolerant towards others complete acceptance of others whom they perceive to be different from them.” (Geographical Association).*

*At Priestsic Primary and Nursery School, our Geography curriculum is designed to promote our curriculum drivers of; diversity, vocabulary, health and well-being and aspiration. Opportunities to develop pupils understanding and knowledge of these key concepts are explicitly planned for and delivered in order to provide learning bespoke to the pupils and the community the school serves.*

*At Priestsic Primary School, the study of Geography stimulates an interest in and a sense of wonder about places. We aim to help our pupils make sense of a complex and dynamically changing world. We explore where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal and local to the global.*

As pupils study Geography, they encounter different societies and cultures. This helps them to 'think globally', and promotes our curriculum driver of Diversity. Pupils are encouraged to think about their own place in the world and their responsibilities to the environment.

### The aims of teaching Geography:

- To ensure that pupils know and understand that Geography is the subject they are learning and that it is about understanding the world around them.
- To stimulate pupils' interest in their surroundings
- To develop children's knowledge of places and the environment, building on previous learning and revisiting concepts and vocabulary.
- To develop an understanding of maps and direction building on previous learning and vocabulary.
- To enhance pupil's sense of responsibility as an individual and as part of a community for the care of and contribution to the local environment
- To make pupils aware of the part that other people play in the making and shaping of environments around the world, learning about and from significant and inspirational people who have pioneered and impacted our knowledge and understanding of the world we live in. We do this through our curriculum driver of aspiration in Geography.

We also aim to:

- Improve pupils' skills across the curriculum especially in English, Maths and ICT.
- Develop thinking skills.

- Develop pupils as active citizens.

## SEND

Teachers to plan a curriculum with adaptations to ensure that all learners can access and achieve in Geography. Where necessary, children to receive a bespoke curriculum to meet their needs and individual targets. See further SEND policies for more details on the support offered to these pupils.

## Teaching of Geography:

The teaching of Geography has been adapted from the 2014 Programmes of Study within the National Curriculum. A cross-curricular approach can be adopted, where appropriate, to give pupils the opportunity to transfer their skills in Geography to other subjects such as: English, Maths, History and Science.

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding human and physical geography of places, patterns and processes, environmental change and sustainable development.

- The pupils are encouraged to be observant of their surroundings and to comment on their observations. They work individually, in pairs, in groups and as a class.
- They have ready access to their immediate environment and undertake visits into the school grounds and the local area to develop fieldwork skills.
- They are taken on relevant school trips further afield in order to explore contrasting environments and localities.

- They are encouraged to share their personal, family and cultural experiences of the wider world and its communities in order to extend pupils' knowledge of the diversity of the wider world.
- Their work and investigations are celebrated in classroom and whole school displays where the vocabulary used in learning is displayed so that pupils are able to recall and retain the vocabulary taught.
- They use, analyse, interpret and make simple maps and plans and have access to printed maps, plans, atlases and globes as well as photographs, videos, appropriate TV programmes and computer software.
- The pupils use ICT, where appropriate, to gather information, record results and present findings.

### Assessment and Recording

We assess children's work in Geography by making on-going observations and formative assessments during Geography lessons.

At Priestsic Primary and Nursery School, we have a Geography Progression document that outlines the learning and assessment points for each strand of Geography in each year group. We then assess Geography, like all other foundation subjects, by omission. At the point of teaching, teacher's record who has not yet met or exceeded the assessment criteria set out in the Geography Progression document. If a child's name does not appear on the document it is expected that they have met the assessment points outlined for that year group to the expected standard.

Tools employed to assess or evidence children's learning in Geography include:

- Learning Journey Books
- IPad Apps used to support learning
- Photographs
- Recordings of final pieces
- Pupil interviews to assess attitudes to and understanding of Geography
- Information on a child's progress in Geography will be shared with the parents in parent's evenings and end of year report.

### Monitoring

All teachers are responsible for monitoring standards in their own class. The Geography Subject Leads will monitor the standards of children's work and the quality of the teaching and learning of Geography within the school, providing a strategic lead and direction for the subject in the school. This will be achieved by triangulating the planning, teaching and learning that takes place by conducting learning walks, looking at learning in children's books and pupil voice activities.