



Sleights Church of England
(Voluntary Controlled) Primary School

Geography Policy

July 2023

**This policy was reviewed following careful consideration of the Geography curriculum review, Covid-19 and its implication on the curriculum delivery.*

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

Geography at Sleights

“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.”

The National Curriculum for Geography in Key Stage One and Two, 2014

The teaching of Geography at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school’s curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective sports people. This is supported by the use of the Kapow scheme of learning.

About this policy

This policy intends to outline the policy and procedure for teaching and learning in Geography at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in Geography. The key aspects of this policy were established through “working together”, as it has been written through consultation with staff and governors. The teaching of Geography is enhanced at Sleights through highly effective collaboration and “working together” through professionals, visitors, training and practical field work. Our Christian Values are firmly rooted in this policy.

Curriculum opportunities in Geography promote the respect, trust and perseverance our school values show us. With God’s love we learn to trust ourselves and one another in the different challenges we face as individuals and in groups and teams. We learn to respect others when we compromise and co-operate with others and to be thankful for these opportunities we share.

Christian Value	How is this value lived out in our Geography policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) At Sleights, we believe that Geography should be high quality and challenging for children.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) The teaching of Geography at Sleights includes, modelling respectful behaviour during lessons to all pupils. This includes respect for physical features of the world and field work activities.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) In conjunction with respectful and caring consideration for a range of abilities and experiences, effective trust at Sleights ensures that families, children and staff can work together, in line with our school vision to deliver a highly inclusive, engaging and effective curriculum to all children.

Geography at Sleights

Geography at Sleights involves:

Dedicated curriculum time to engage in range of purposeful and practical geographical experiences, including fieldwork.

Sequenced learning experiences, which build on prior knowledge and understanding.

Developing a secure understanding of declarative knowledge relating to the practice of geographers.

Sessions and programmes led focused on building locational knowledge, place knowledge, human and physical processes and geographical skills.

Intent of our Geography curriculum

The National Curriculum states that Geography will:

- develop contextual knowledge of the location of globally significant places (including defining physical and human characteristics)
- understand the processes that give rise to key physical and human features
- build geographical skills, including:
 - collecting, analysing and communicating a range of data gathered through fieldwork
 - interpret a range of sources, including maps, diagrams, globes and aerial photographs
 - communicate geographical information

The children at Sleights will be provided with a curriculum offer for Geography designed meet these aims and:

- identify crucial learning, which is placed in context and connected to other knowledge.
- gain a secure understanding of geographical skills and concepts, supporting children to 'think like a geographer'
- build on and develop geography knowledge and skills in a well sequenced and structured progression across their time at Sleights.
- support children's acquisition and progressive understanding of substantive and disciplinary knowledge.
- enable children to use and develop a range of geographical skills relating to fieldwork.

Implementation of our Geography curriculum

Geography is implemented at Sleights through:

- timetabled, high-quality lessons, which enable children with the time and opportunities to develop their Geography understanding and skills over time.
- the use of a progressive long term plan, which is organised so that children can build an increasing knowledge base of Geography techniques, disciplines and skills.
- a termly enquiry question, focused on exploring an aspect of geography which supports and enables children to develop a secure understanding of the subject.
- ongoing opportunities to acquire and apply theoretical knowledge relating to Geography, including exploring the practice of geographers.

Implementation: The content of the Geography curriculum at Sleights

At Sleights, Geography activities are planned, so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each

activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Geography implementation at Sleights is supported by the use of the Kapow scheme of learning.

The curriculum planning in Geography is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Geography enquiry questions covered each year. Each class teacher then explores this enquiry question over a series of lessons within each unit.

Geography at Sleights focuses on the acquisition of new knowledge and building on prior learning relating to:

Substantive knowledge

- **locational knowledge:** for example name and locate locations, position systems
- **place knowledge:** for example, the connection of location and physical and/or human geography processes with personal experience
- **environmental, physical and human geography:** for example, migration and climate change
- **geographical skills and fieldwork:** for example using maps, globes and first hand evidence

Disciplinary knowledge

- providing an insight into the ways geographers think

Implementation: Long Term planning

Geography is planned on a two year cycle.

Year A (2023/2025)	Autumn	Spring	Summer
Key Stage One	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Lower Key Stage Two	Why are the rainforests important to us?	Where does food come from?	What are the rivers and how are they used?
Upper Key Stage Two	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?

Year B (2024/2026)	Autumn	Spring	Summer
Key Stage One	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Lower Key Stage Two	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Upper Key Stage Two	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Implementation in Early Years

At Sleights, Geography begins in the Early Years, where children are supported to build and develop knowledge and skills relating to **Understanding the World**.

Using the expectations for set out in the Early Learning Goals, carefully identified curriculum intent for our Early Years' children recognises the incremental steps in knowledge and skill acquisition that is expected across our Pre-School and Reception classes. These areas focus on **People, Culture and Communities** and **The Natural World**. In line with the Early Learning Goals, children will be taught to:

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The focus and development of these skills ensures that, before children embark on their Key Stage One journey, they have already acquired a secure understanding of early Geography skills.

Supporting pupils, including pupils with special educational needs and/or disability

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge).
- Repetition tasks take the form of retrieval tasks and activities, in addition to learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- A range of practical resources and support tools to enable access to the curriculum.

Inclusion issues will be considered and acted upon in consultation with parents, professionals (for example: Occupational Therapist, Physiotherapist) children, the school's SENCO, the school's Special Educational Needs policy and from the Local Authority, if necessary.

Impact: how do we ensure that children are making progress and learning?

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in Geography takes place during and after each taught session, using a range of strategies such as verbal feedback, verbal discussions with children and response time.

Teachers assess children's work in Geography by making assessments as they observe them working during lessons, using the same assessment framework throughout the school. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

Teachers record the progress made by children against the learning objectives for the lesson. At the beginning of a unit a baseline assessment is made and, at end of a unit of work teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations according to age and stage of each individual unit. They record the information in their assessment tracker and use the information to plan the future work of each child. These records also enable the curriculum leader to make an annual assessment of progress for each child, as part of the child's annual report to families.

Assessments are made of children's progress, knowledge and skills formally each term (assessments recorded on the half term). Teachers make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.

Equal Opportunities

In the teaching and learning of Geography, every child has the right to equal opportunities regardless of their gender, ethnicity or physical/academic ability. We ensure the individual is educated in an environment where he/she feels respected and valued ensuring equal access to equipment, delivering a curriculum free from stereotyped ideas; not using exist or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.