

Subject Policy: Geography

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the geography curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our **'Shine Curriculum'** encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



This policy should be read in conjunction with the Learning Policy.

Intent

- To give children an understanding of the world around them, both locally, nationally and worldwide.
- To enable children to establish links between physical and human geographical features, and understand how they have impacted local people – both past and present.
- To enable children to become responsible citizens, understanding how what happens in the world has an impact on them as well as the future of the planet.
- All children will be given the opportunity to embrace the outdoors by having practical experiences that build on their geographical knowledge and enable them to see how their learning can be applied outside the classroom.
- To develop inquisitive learners who have a thirst for knowledge, have the opportunity to be curious, ask questions and become inspired to find out more about the diverse world we live in.
- To ensure 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.
- To develop geographical skills, including enquiry, use of maps/atlasses, reasoning, information processing and creative evaluation.

Implementation

Planning, Teaching and Learning

Strategies are in place within school to develop each of the key areas of Physical Education, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In Reception, objectives are taken from the Early Learning Goals, using exploration and observations to find out about people and places.
- From Year 1 to Year 6, a two-year rolling programme has been devised to allow for an even coverage of history and geography lessons throughout a child's time spent in each phase.
- The geography curriculum has been designed in units of work and ensures a progression of knowledge, skills and vocabulary throughout each year group.
- The children are encouraged to ask questions, show enquiry and curiosity in their learning.
- Embedded in the curriculum is opportunities for all children to gain a deeper geographical understanding of their community.
- Skills are clearly modelled to the children and these are built on through the lesson.
- Although geography is taught as a discrete subject to ensure that geographical skills are being covered, geography is sometimes delivered alongside other lessons across the curriculum.
- Within a lesson, activities are differentiated and all children are appropriately challenged to achieve successful outcomes.
- Each lesson will build on the skills needed to be a good geographer.
- Throughout lessons children are encouraged to ask questions and to think more deeply about geography.
- 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.
- The curriculum allows for a progression of skills over year groups, building on what has been taught previously.

Leadership, Assessment and Feedback

- Work is marked and feedback given in line with the St Matthew's Feedback Policy.
- Children's work will be marked according to the learning objective for each lesson as well as any ongoing individual targets the teacher is aware of for each child.
- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge through adapting or completing additional activities.
- Ongoing assessments are made by the teachers against the year group objectives. This helps them to identify gaps and support children to develop their learning.
- Children in all year groups will be given the opportunity to self evaluate and discuss their own progress.
- Geography attainment is reported to parents in the end of year report.
- Subject leader monitors teaching and learning through learning walks, pupil voice, book looks and visits to lessons.
- A termly monitoring cycle ensures that work is moderated and quality assured at regular intervals through the year.
- The Geography leader has a clear role and overall responsibility for the progress of all children in geography throughout school, they monitor teaching and learning through visiting lessons and pupil voice.

Impact

- Children can confidently talk about geography and the impact that it has on our lives today.
- Children can talk about local geography and geography around the world.
- Children can use geographical terminology correctly and use their prior knowledge to build on their future learning.
- Each child can use geographical skills to make enquiries and complete fieldwork.
- All children achieve their age-related expectations.
- Children show a high level of pride in the presentation and understanding of their work.
- All children can use the skills they have learnt to make links between people and places.

This policy will be reviewed biennially or more frequently if required.