**Geography Policy**

**Quinton Primary School**



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| **Approved by:**  | Headmaster: D Skelcher   | Date: September 2021    |
| **Last reviewed in:**  | September 2021  |  |
| **Next review due by:**  | September 2022  |  |

1. **Curriculum Statement - Geography**

**Intent**

At Quinton we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. It enables children to develop knowledge and skills that are transferable to other curriculum areas. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an investigative subject. The curriculum is designed to ensure that teaching equips children 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 they progress through the school. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide an explanation of how the Earth’s features are shaped, interconnected and change over time. 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, equipping them well for further education and beyond.

**Implementation**

At Quinton, we want to inspire in pupils a curiosity and fascination about the world and its people. We are enthusiastic about Geography and encourage children to explore and ask questions. We teach a knowledge based curriculum (see knowledge organisers). Teaching focuses on enabling children to think as geographers. Geography is taught as part of a half-termly topic and cross-curricular teaching is used to progress children’s knowledge and skills within each topic. Each class has a long-term plan with two to three Geography topics, which are to be covered over the year. Topics will alternate with other subjects. It will also ensure all areas of the curriculum are covered in depth. Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork. Our Geography curriculum is now supported by the work of our Forest School lead. This will enable the children to experience hands-on learning outdoors, within our school grounds. Throughout each topic, in KS1 and KS2, key knowledge is reviewed by the children regularly, checked by the teacher and consolidated as necessary through, for example topic quizzes and pupil voice.

**Impact**

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of key knowledge relating to each of the identified national curriculum strands, as appropriate to each key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

1. **Teaching and Learning**

The geography curriculum is planned to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage ‘end points’, informed by the KS1 and KS2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. In each lesson, children are guided towards the learning intention through the use of success criteria. Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block. Key knowledge is checked and consolidated by the teacher at the end of each topic. Lessons within each topic are planned to ensure the achievement of the key identified skills across the school.

1. **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. 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 and unpick their understanding.
* Providing effective verbal feedback, as well as self and peer assessment, where appropriate.
* Book moderation and monitoring of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
* Child and teacher review of both the agreed success criteria during and at the end of each lesson and the key knowledge at the end each topic, to inform focused consolidation where this is necessary.
1. **Organisation**

Within the academic year, children study geography in half termly cross curricular topic blocks. This allows children to enhance their geographical knowledge and develop their geographical skills through focused learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a topic.

1. **EYFS**

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. Children are assessed according to the Development Matters Attainment targets.

1. **KS1 and KS2**

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will develop their locational knowledge; they will learn to name and locate the world’s seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will also develop a greater understanding of the world place by comparing the geographical similarities and differences through studying the human and physical geography of different places. In addition to developing children’s locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.) Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

In Key stage 2 human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.) Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Our Forest School lead is further enhancing the curriculum for all of our young geographers as they increasingly engage in learning outside the classroom. This includes following more child-initiated informal approaches. The children have lots of places where they can explore and learn about plants and animals, setting the seeds for growth of environmental awareness and responsiveness.

1. **Equal Opportunities**

At Quinton Primary school, 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 and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

1. **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 in line with the school’s inclusion policy. Tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge.

1. **Health and Safety**

Teachers are encouraged to plan opportunities to use the school grounds, local environment and going further afield to conduct geographical work. When sessions lead to leaving the school grounds staff must adhere to the school’s risk assessment procedures (see additional risk assessment policies for further information and clarification).

1. **Spiritual, Moral, Social and Cultural opportunities**

Geography is an excellent vehicle for developing children’s learning in this area. Discussions about the use of the world’s resources and the impact of different events on the lives of local people deepen the children’s ability to understand their place in the world. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects that this can have on the surrounding area. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

1. **Role of the Subject Leader**

 The subject leader’s responsibilities are:

* To ensure a high profile of the subject.
* To ensure a range of relevant and effective resources are available to enhance and support learning.
* To ensure progression of the key knowledge and skills.
* To monitor standards of children’s work through pupil voice, book scrutiny and lesson observations, alongside and as supported by the SLT. Monitoring and review will take place according to current school practice.
* To attend opportunities for CPD.

**Policy Agreed: September 2021**

**Policy Review Date: September 2022**