

Geography Policy 2021 for Saint Brendan's Primary school, Corby.

Our Geography Intent:

We aim to inspire in pupils a curiosity and fascination about our world and the people who live near or far from us. We hope, as geographers, this knowledge will remain with them for the rest of their lives and they will want to learn and discover more about the world they live in.

We aim to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time
- are competent Geographical explorers, using fieldwork and enquiry to find out about places in an increasingly independent way, using a progressive range and development of mapping skills and vocabulary
- 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 and aerial photographs
- be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing

Quality of Teaching and learning:

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and where appropriate, we enable them to use computing in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in current and

relevant activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.

We set tasks which are open-ended and can have a variety of responses, which is inclusive of all abilities. We use classroom assistants to support the work of individual children or groups of children.

As a school we follow the Chris Quigley Primary Curriculum for Geography. This helps the teachers to plan for breadth of learning, progress, assessment and recording of progress. Our curriculum planning is on a two-year cycle, with a question linking all aspects of the curriculum. Our long-term planning maps the geography knowledge studied in each term during each key stage. Our medium-term plans give details of each unit of work for each term. We plan the topics in geography so that they build on prior learning in a progressive and sequenced way logically from entry to Year 6. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

EYFS

Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as investigating around their school environment, researching different environments, for example the seasons, or going on simple fieldwork and drawing simple maps and plans. Children are taught to have a sense of place: to observe, find out about, and identify features in the place they live and the natural world. They are taught about their environment, and talk about those features they like and dislike.

Geography and inclusion

At our school we teach geography to all children, whatever their ability and individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for learning

We assess the children's work in *Geography* while observing them working during lessons. *Geography* is assessed in accordance with our school's assessment policy. This enables the teacher to assess progress for each child, then record this online weekly and review termly.

Monitoring

The monitoring of the standards of children's work and of the quality of teaching in *Geography* is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in *Geography* and providing a strategic lead and direction for this subject in the school. Pupils are spoken to about their *Geography* learning and books are shared to discuss best practise with teachers.