



# Curriculum Policy

# Geography



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# Geography Policy

## What is our vision?

At Farington we are committed to delivering a Humanities curriculum which provides all children the opportunity to gain a wider understanding of the world in which they live. Teachers deliver a high quality, progressive curriculum which encourages children to ask questions, carry out research and investigate how the world has changed over time.

## Curriculum Aims and Impact:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - 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, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## How do we achieve this?

- Teachers follow their Curriculum Overviews to ensure all units are taught throughout the year. Geography lessons are taught in their discrete blocks which allows for continuous learning and recap of National Curriculum skills over the course of the year.
- Teachers use their knowledge organisers to help the children throughout the topic. These include key vocabulary that the children will know by the end of the unit. This knowledge should be developed each year progressively throughout school. Knowledge review weeks will check children's retention of facts and fill any gaps.
- Teachers are encouraged to make cross curricular links where appropriate to enhance the children's learning. They are also encouraged to include cross curricular writing opportunities within Humanities lessons (e.g. writing a post card detailing the weather features of another climate zone).
- Staff also include wider opportunities through trips, visiting experts (e.g. Bright Sparks Electricity day) and outdoor learning which enhance the learning experience for children across the school.

### Scheme of Work:

The scheme of work used to support teachers planning is Plan Bee (Option 2). Teachers follow this scheme teaching the topics in the correct order across the academic year. Teachers should follow this overview, adapting where necessary for our children. Teachers must still ensure that all national curriculum objectives are covered for their topics.

### Resources

Resources which may be helpful for planning can be found at Digimap for Schools. It is an online mapping service supporting cross-curricular teaching of geography, maths, literacy and history-enabling teachers and pupils to gain critical digital and data skills.

<https://digimapforschools.edina.ac.uk>

Other resources for teaching from our planned scheme can be found in the staff drive folders on the schools network named 'Geography Plan Bee.

### Assessment – How do we assess skills and understanding?

Pupils' work and progress are assessed during lessons and on completion of work using a range of formative assessment processes e.g. questioning, discussion, marking. There are also two assessment weeks planned to assess foundation subjects on a yearly basis. These are part of a Knowledge Review week where teachers use a variety of methods to assess children's knowledge and retention of facts. Attainment is assessed at the end of each year against the requirements of the National Curriculum. This is reported to the next teacher. Pupils achievements in the subject are reported to parents on the end of year report.

### Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount.

### Inclusion and Safeguarding Considerations

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Geography in order to develop their personal, geographical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Fieldwork may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome. The class teacher is responsible for considering the Learning Plans of individual children before delivering a Geography lesson.

We aim to teach children to uphold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

#### Monitoring and Review:

The Geography Subject Leader will complete audits each academic year. These audits will check the 'implementation' and 'impact' of the children's learning. They will assess the children's understanding of their year group expectations and how the subject is being delivered. Information will be gathered through the form of book scrutiny, pupil interviews, staff questionnaires, environment walks and floor book checks. Support will be offered to any year groups who require additional information and guidance.