



Motivate and Celebrate Success

Geography

at Mount Charles School

Policy Agreed: Autumn 2022

Policy Review Date: Autumn 2023

Contents

1. Aims and Objectives
2. Teaching and Learning
3. Geography Curriculum Planning
4. EYFS
5. KS1
6. KS2
7. Equal Opportunities
8. Recording
9. Assessment
10. Subject Leader Monitoring and Review

1. Aims and Objectives

Geography is the study of earth's landscapes, people, places and environments – the world in which we live. Studying geography helps us learn about our natural environments and the pressures they face. It teaches us how and why the world is changing both locally and globally.

Through our geography lessons, we aim to inspire our children to find out about the world around them, other cultures and begin to have an interest in relevant global issues such as climate change. High quality geography teaching inspires a life-long curiosity and fascination about the world and its people for pupils.

Through teaching the geography curriculum we aim:

- to give pupils knowledge and understanding of the world;
- to increase pupils' knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society;
- to allow pupils to learn graphic skills including how to use, draw and interpret maps;
- to give pupils an understanding of environmental problems at a local, regional and global level;
- to encourage in pupils a commitment to sustainability and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present conclusions in the most appropriate way;
- to use and understand geographical language.

2. Teaching and Learning

When planning the delivery of lessons teachers use the 'planning considerations' toolkit outlined in the teaching and learning policy to ensure the needs of all learners are met. We encourage pupils to ask and answer geographical questions and we promote the use of high-level geographical vocabulary. We offer pupils the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs and outdoor learning related to our geography topics is planned as often as it appropriately aids learning. Through the use of 'What if...' questions, pupils have the opportunity to engage in a wide variety of problem-solving activities and express their understanding of current issues in their own words.

3. Geography Curriculum Planning

Geography is taught in line with the National Curriculum and use Oddizzi to support our planning. Where possible, topics link to our ILPs however there are instances where it stands alone and does not link to the imaginative learning project (ILP).

It is the responsibility of the subject leader to complete the long and medium-term planning. In medium term planning, the subject leader will outline the topic (including Oddizzi topic pathway), the learning objective, success criteria and 'sticky knowledge'. Where a topic does not have resources on Oddizzi, it is the responsibility of the subject leader to find appropriate resources and support the class teachers when planning for these lessons. Class teachers will use this to complete short-term plans. Class teachers will use slides and appropriate, differentiated tasks to support delivery of lesson where appropriate.

Geography is taught half-termly and each year group has 3 geography topics each school year. The skills and knowledge covered in each topic directly relate to the progression map and it is the responsibility of the subject leader to ensure there is sequential, in-depth coverage.

4. EYFS

In EYFS our children focus on the areas in which they live, looking at both the human and physical features. Pupils explore how their local area has changed over time and use geographical language through continuous provision.

5. Key Stage 1

At Key Stage 1, pupils develop their understanding of their local area and globally significant places. Their confidence in outlining the differences between human and physical geography is built upon as well as their skills when using maps, researching and investigating.

Specific skills and knowledge pupils acquire include:

- the name and location of the continents and oceans
- the countries, capital cities and human and physical features of the UK
- the location of the Equator, North and South Pole
- hot and cold areas and weather patterns
- how to compare areas based upon their human and physical features
- use simple geographical language
- name where we are in the world and the features of our local area

6. Key Stage 2

By the end of Key Stage 2, it is the intention that pupils are ready to start secondary school as confident geographers. They will extend their knowledge beyond their local area and begin to build geographical knowledge about Europe and North and South America. Pupils will identify significant human and geographical features and will look at current, global geographical issues.

Specific skills and knowledge pupils acquire include:

- the formation of rivers, mountains, volcanoes
- the impact humans have on the environment
- climate zones, biomes, time zones
- the regions of the UK
- climate change and sustainability
- how to read maps using six figure grid references

7. Equal Opportunities and Inclusion

At Mount Charles we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. All pupils have access to and participation in the learning of geography and have any support to access this that may be necessary. Pupils are provided with an equal entitlement to geography activities and opportunities regardless of race, gender, culture or class.

In school we aim to meet the needs of pupils by differentiation in our geography planning and by providing a variety of approaches and tasks appropriate to all ability groups. This involves providing opportunities for pupils with SEND to complete projects with support that develop speech and language skills as well as geographical skills and knowledge. This allows pupils with learning and/or physical difficulties to take an active part in geography learning and practical activities and investigations and to achieve the goals they have been set. Teachers ensure that a range of strategies are used, which include and motivate all learners;

ensuring that optimum progress is made throughout each part of the lesson. Further detail of how teachers meet the needs of all learners can be found in the 'planning considerations' document outlined in the teaching and learning policy.

8. Recording

It is essential that the type of recording be matched to the type of activity as well as to the needs and abilities of the child. A variety of recording methods are therefore used. These include pictures, structured worksheets, sketches, diagrams, the creation of maps, written explanations, photographs, oracy based lessons, enquiry-based lessons and outdoor, practical learning where appropriate.

9. Assessment

Pupils are assessed continually throughout the year, with the teacher giving feedback at the point of learning, through marking children's work, individually and to a group or whole class. Children review their work each lesson against 'I can...' statements. Self-assessments are verified by the teacher with reference to the outcomes of work and responses during lessons. Pupils' knowledge can be assessed at the start of each lesson through the 'Review of Sticky Knowledge' whereby pupils identify previous learning and ensure it is retained. Using these methods, teachers assess pupils using a 'below, 'working towards', 'expected' or 'greater depth' judgement which is recorded on INSIGHT at the end of each term.

10. Subject Leader Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The geography subject leader can request allocated management time in order to review evidence of the children's work, monitor short term planning (STP) and complete medium-term planning (MTP) for each year group.

The leadership of the geography curriculum is the responsibility of the subject leader who:

- * ensures the school has an effective geography curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the geography curriculum and how to deliver it effectively;
- * supports colleagues in their teaching by keeping them informed in current developments in geography primary education;
- * writes a subject action plan, informed by the whole school improvement plan;
- * carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;
- * delivers and/or sources appropriate training for staff;
- * tracks progress across the school with particular emphasis on identified target pupils;
- * leads planning, preparation and effective execution of specific geography celebration days and/or events;
- * ensures geography resources required to deliver effective class teaching, are looked after and updated/replaced as necessary.
- * plays an active role in the Trust primary geography group and ensures content is disseminated to staff.