



Curriculum policy: Geography

Geography:

To inspire curiosity and fascination about the world and its people.



Curriculum Intent

Through Geography we want our children to be curious about their own locality and the wider world. We want children to see the links between human and physical geography, to understand the world and the people within it.

We want our children to think geographically, to see the world in a unique way, understanding complex problems and making connections from local to global.



Curriculum Aims

We want children to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what geography is and the importance and value of studying the subject
- Understand the link between human and physical geography
- Develop geographical skills such as observation (through field work, maps etc), description and comparison (e.g., geographical features, and events)
- Develop visual literacy and acquire a range of geographical images to accompany the expanding geographical vocabulary



Lesson structure

We want geography to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

Each geography unit begins with an overarching question that all learning will support children to answer. There is also a clear unit outcome, providing a clear purpose for the learning.

Every lesson begins with a clear learning objective and success criteria. This supports teachers to assess children's understanding within each lesson.

Teachers will then share key vocabulary with the children and their definitions as we want our children to be able to communicate like geographers.

To develop children's geographical understanding and thinking, lessons will provide children with opportunities to:

- **Observe:** Use first-hand observations, pictures, videos, and maps, using and developing visual literacy skills to acquire geographical vocabulary
- **Describe:** Demonstrate that the vocabulary has been acquired, using talk, and then possibly annotating, labelling, and writing
- **Compare:** Identify similarities and differences
- **Reason:** Give/suggest reasons for similarities and differences identified
- **Explain:** Explain at a higher level



Planning and Resources

Each year group has a unit overview which shows the order in which the units should be taught. Within a unit, lessons are carefully sequenced so that they build upon knowledge the children have previously learned and provide information to help children answer the 'Big Question'.

Where possible, children have access to the relevant resources to ensure every child can be involved. This will predominantly be through images and videos and map work, but may include other physical resources if available.



Curriculum Implementation

We teach geography as an explicit subject from Years 1 to 6 using the Rising Stars scheme which covers all strands of the National Curriculum. All children work on the same core tasks. Those that grasp content and concepts quickly can go to work on the 'stretch and challenge' extensions within the task.

Children are taught three units of geography over the year. Each unit has approximately six sessions which move from a shared starting point to a 'Big Finish,' where learning is showcased.

Where appropriate, links with other subjects will be made.

Geography knowledge and skills are taught and developed within the 'Understanding of the World' in Early Years Foundation Stage (EYFS). We want our children to develop an understanding of the world through activities such as exploring the natural world around them, finding out about contrasting environments, exploring habitats and investigating our locality.



Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary.

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Each lesson has clear success criteria and wherever possible, the work recorded in the children's exercise books will demonstrate their understanding towards these. This supports the teacher and subject leader to determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



Inclusion

We teach geography to all children, whatever their current attainment or starting points. Lessons are planned to meet the expectations of each year group and adapted for the individual needs of the children. Children may also choose to demonstrate their understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, children will be supported through paired and group work. Questions posed within the sessions provide opportunities for all children to be able to contribute.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for geography are met
- Ensure appropriate professional development opportunities are provided for all staff
- Improve the quality of provision for all pupils
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of geography takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

Date written: December 2023

Review date: September 2024