

St. John's RC Primary School



Geography Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of Intent

At St. John's, our geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Banbury and Oxfordshire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. Our aims of teaching geography at St. John's are to develop the following essential characteristics of geographers:

- ✓ An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- ✓ A comprehensive understanding of the ways in which places are interdependent and interconnected
- ✓ An extensive base of geographical knowledge and vocabulary
- ✓ Excellent fieldwork skills as well as other geographical aptitudes and techniques
- ✓ A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'National curriculum in England: geography programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop geography throughout the school.
- Organising and providing training for staff regarding the geography curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of geographical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

Early Years Provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on the following:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. All activities will adhere to the objectives set out in the framework.

Children at the expected level of development will:

- observe, find out about, and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment and talk about those features they like and dislike.

Teaching and Learning

Geography teaching at St. John's enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Pupils will be inspired with curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Pupils will undertake independent work as well as having the opportunity to work in groups and discuss work with fellow classmates.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Geography is taught on a weekly basis, following the Pearson Primary Geography scheme of learning. The key knowledge and skills that children acquire and develop throughout each unit of learning have been mapped to ensure progression between year groups throughout the school.

Our Key Stage 1 curriculum builds disciplinary knowledge through a focus on developing subject specific concepts, like evidence and decision making, so that children enter Key Stage 2 ready to engage with more substantive knowledge and leave primary school ready for the secondary school Humanities curriculum. Our teaching of geography is relevant in a global world and our children become 'global citizens' with a broad, deep range of knowledge. The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years.

Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study' alongside the Pearson Scheme of Learning to support planning and delivery of lessons.

Lesson plans are sourced through Pearson Primary Geography and offer a richer and deeper curriculum experience. Lessons are knowledge-rich, in that they support both substantive and disciplinary knowledge, using tools and features that typify the best in practice, based on research-led teaching. Lessons will include a balance of interactive and independent elements, ensuring that all pupils engage with their learning. All lessons will have clear learning objectives, which are shared and reviewed with pupils. Teachers will ensure each lesson starts with prior learning and a vocabulary focus, linking to our whole school concept of "remember more, know more, do more."

Assessment and Reporting

Pupils will be assessed, and their progression recorded in line with the school's Primary Assessment Policy.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

At the end of each termly unit, pupils in KS1 and KS2 will complete extended answers or “Unit check out” assessments in order to gauge their learning throughout a topic.

We measure the impact of our curriculum through the following methods:

- Starting each lesson with prior learning
- Assessing children’s understanding of topic linked vocabulary
- Images and videos of the children’s practical learning
- Interviewing pupils about their learning (pupil voice)
- Marking of written work in their pupil booklets

Parents will be provided with a written report about their child’s progress during the Summer term every year. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

Resources

The subject leader is responsible for the management and maintenance of geography resources, as well as for liaising with the SBM in order to purchase further resources.

Geography resources related to individual termly units, as well as to key whole-school topics, will be stored in the resource room.

Display walls will be utilised and updated regularly, in accordance with the termly unit being taught at the time.

The subject leader will undertake an audit of geography resources on an annual basis.

Equal Opportunities

In accordance with the school’s Equality Information and Objectives Policy, all pupils will have equal access to the geography curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all geography lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil’s needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

The school aims to provide academically more able pupils with the opportunity to extend their geographical knowledge and field work through extension activities such as questioning, investigative work and research of a geographical nature.

Monitoring and Review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St. John's, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

A named member of the governing body is briefed to oversee the teaching of geography and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.