



Geography Policy

June 2021

Curriculum statement – Geography

Intent

At Norton C of E Primary School geography links closely with our school vision;

Children **strive** to see the best in others and themselves, **think** that our children have the knowledge and skills to thrive in modern Britain, **act** that our children celebrate differences and **respect** that everyone is equal and have the right to be themselves.

Geography teaching at Norton inspires children to be fascinated and curious about the world and its people which will stay with them for the rest of their lives. We promote the children's interest and understanding of diverse places, people, resources and natural and human environments, along with a deep understanding of the Earth's key physical and human processes. Children develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Norton allows children to develop knowledge and skills that can be used across other curriculum areas. They can also be used to promote their spiritual, moral, social and cultural development. Our curriculum is designed to develop children's knowledge and skills that are progressive throughout their years at Norton and into their further education.

Implementation

Geography at Norton is taught throughout the school year. Most year groups have a geography focus for one term, whilst it is taught alongside history for the other terms. Teachers have thought carefully about the topics taught to ensure progression throughout each year group across the school. At the beginning of each topic, teachers and children discuss what they already know, as well as what they would like to find out. This ensures lessons are relevant and follow a successful programme of study. Greater depth is achieved through deeper questioning, and inclusion for all pupils is prioritised.

We have many cross curricular links in geography and each topic is carefully linked with the other subjects; particularly art and English. Our local area is utilised to achieve geographical skills and fieldwork opportunities.

Impact

Evidence in geography books demonstrate a broad and balanced curriculum as well as showing children's key knowledge and skills. Evidence can also be shown in English books when our geography topics have clearly linked to our English text types. Children discuss what they have learned compared to their starting points at the end of every topic. Often children complete a quiz or similar at the end of each topic for teachers to gain an understanding of how much they've learnt. As children progress throughout the school, they develop a deeper understanding and appreciation for their local area and its place within the wider world.

Teaching and learning



Through their geography lessons, children learn about their local area and compare their life to those in other regions in the United Kingdom and the rest of the world. As pupils progress throughout the school, they deepen their understanding of the interaction between physical and human processes as well as the formation and use of landscapes and environments. Children learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography. With their growing knowledge of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures. Geographical knowledge, understanding and skills provide the framework that explain how the Earth's features at different scales are shaped, interconnected and change over time.

What the children are striving to in each lesson is informed by the National Curriculum 2014. Teaching and learning in geography is supported by resources. Outdoor learning is progressive throughout the school.

EYFS

In Early Years, geography is taught through the Understanding the World strand of the EYFS curriculum. Children begin to learn about their immediate environment and community as well as exploring the natural world around them. This is achieved through opportunities to explore, observe and find out about people and places.

Key Stage 1

During Key Stage 1, children investigate their local area and identify the four countries and capital cities of the United Kingdom. They begin to learn about the wider world through comparing their local area with an area in a contrasting non-European country. Children carry out geographical enquiry inside and outside the classroom. Through this, they use geographical vocabulary to ask questions about people, places and environments as well as using geographical skills, such as maps and photographs.

Key Stage 2

During Key Stage 2, children gain a deeper understanding of the wider world through investigating a variety of people, places and environments and start to make links between different places in the world. Children find out about environmental issues and how people are affected by it. Using geographical questions and vocabulary, children carry out enquiries inside and outside the classroom by using geographical skills and resources, such as maps, aerial photographs and atlases. Children will acquire appropriate practical skills associated with geography, including geographical vocabulary, fieldwork techniques and maps and atlases. Children will also use secondary resources, including aerial photographs and satellite imagery. Geography contributes to the wider aims of the primary curriculum so teachers ensure that cross curricular links are used.

Planning

At Norton, geography is taught using a topic approach alongside other foundation subjects such as art and DT, science and computing. Most year groups have a geography topic for a whole term and history topic for the other two terms. When the main topic is history, geography is taught alongside mainly learning the locational knowledge of the history topic. Geography skills and fieldwork is taught throughout the year.

Our geography progression document clearly outlines the topics taught in each year group. These are taken from each year group's long term plans to ensure clear progression.



Progression and continuity in learning

Norton uses a variety of teaching and learning styles in geography lessons. To ensure progression and continuity for all our children, our curriculum is carefully planned from EYFS - Year 6. Our top priority is to develop the children's knowledge, skills and understanding in geography. We believe in whole class teaching methods and combine these with enquiry-based research activities. We encourage children to ask and answer geographical questions whilst using data such as maps, graphs, pictures and aerial photographs. Children take part in discussions and researching real geographical issues, such as local environmental problems.

Assessment and recording

The geography subject leader will oversee planning and monitor children's work. At the end of each topic, the key knowledge and understanding will be assessed by the class teacher usually through an informal quiz or the evaluation of a discussion. Throughout the topic, teachers can formatively assess the children through various methods including; talking and observing children, marking written work or questioning. Monitoring will take place regularly by the subject leader through sampling children's work and teacher planning or through a book scrutiny and lesson observations.

Equal opportunities

All of our Norton children are seen as individuals and we pride ourselves on providing a teaching environment which ensures every child has access to the same learning opportunities regardless of social class, gender, culture, race, special educational needs or disability. Teachers ensure they provide positive classroom environments where children can demonstrate positive attitudes towards each other.

Health and safety

The school's policy for visits will be adhered to for all trips. A full and thorough risk assessment is carried out before any trip.

Role of the subject leader

The subject leader's responsibilities are:

- To ensure progression of the key knowledge and skills identified within each topic and that these relate to the programme of study and are secure at the end of each key stage.
- To monitor and evaluate children's work, colleagues' planning and classroom teaching.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To support teaching staff where necessary to ensure good practice and pedagogy.