



Curriculum Policy



Lauren Foxwell



Geography Policy

What is our vision?

At Marus Bridge Primary School we deliver a curriculum to develop children's experiences and gain a range of skills within Geography, inspiring and igniting their curiosity about the world. We develop children's experiences and gain a range of skills within Geography, inspiring and igniting their curiosity about the world. A progressive Geography curriculum will help pupils develop a deeper understanding of the wider world they live in.

Curriculum Aims:

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.
- Work in Geography is divided into key stages and organised into levels of increasing challenge. It is expected that most children will achieve expected level at the end of key stage one and at then at the end of key stage two.

Early Years education programme

Geography is taught in Reception as an integral part of the topic work covered throughout the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Early Years

Educational Programme Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our

culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

How do we achieve this?

- Year group outcomes are specified within the 'Curriculum Planning & Assessment Document'.
- Geography vocabulary is discretely taught in each year group and is stated within this document. A supporting document, highlighting key Geographical vocabulary for each year group is available on Staff Shared – Teacher Resources – Geography.
- The Plan Bee scheme is used to support the progression of year group outcomes.
- A creative and inspiring approach to teaching. Teaching in a variety of ways to include indoor and outdoor learning and visiting experts and trips will enhance the learning for children across the school.
- Allowing opportunity for children to practise, perfect and progress with key geographical skills and fieldwork.
- By teaching Geography in blocks, learning is continuous and recapped putting a focus on retention. Knowledge and skills are built upon as stated in the National Curriculum.

Scheme of Work:

Plan Bee scheme of work is used to support teachers across all year groups and can be adapted to suit the needs of all children. See Appendix 1 for the yearly overview.

Resources:

Supporting resources for PlanBee planning are available on Shared Area Staff – Teacher Resources – Geography – Plan Bee Planning.

We have a wide range of text books, such as atlases and interactive boards to access the internet or Google Maps as a class. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Within the Shared Area Staff – Teacher Resources – Geography file, there is a document named 'Useful geography Websites' which contains a list and links to websites that link to geography, and geography material to support lessons such as aerial photographs, ordnance surveys, games etc.

Assessment – How do we assess skills and understanding?

There are two assessment points for foundation subjects each year: one in February and one in June. They follow a knowledge review week, where teachers use a variety of diagnostic activities to support their judgments on the children's progress within the subject. Children complete prior and post learning challenges, revisit and hook on to previous learning to support them with their understanding of new learning in geography. Class teachers (and any other member of staff/external providers teaching geography in a particular class) will grade the children's development towards reaching the year group objectives for geography. All assessments in geography are based on teacher observation. The following grading will be given twice yearly:

B2 – Child has a specific SEND which prevents them from meeting the objectives.

B1 – The child has not met/retained the year group objectives.

E1 – The child has met/retained the objectives.

A1 – The child meets the year group objectives with a large degree of independence and shows a high standard of geographical understanding, skills and range of geographical vocabulary. They critically engage with aspects of both human and physical geography drawing on their prior knowledge and making links. They retain their learning and scaffold their knowledge to develop a robust understanding of the world.

This assessment will be shared with parents within their End of Year Report. If a child is working below the expected standard, the geography coordinator is available to offer support.

In addition to this, the subject leader will complete audits and peer interviews bi-annual to gain a clear insight into the geography learning that is taking place in each year group, providing a chance to feedback to teachers.

Refer to subject specification.

Early Years

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'.

The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

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. Please see the Policy for Educational Visits for detailed information.

Inclusion and Safeguarding Considerations

The class teacher is responsible for considering IEPs of individual children before delivering a geography lesson – or informing external providers of any additional needs. All children are entitled to access the Geography programme at a level appropriate to their individual needs which is sometimes done through the use of the B-squared documents. Teachers are also encouraged to adapt PlanBee support materials where necessary to cater for and challenge children of all abilities to ensure that children with SEN, can make progress and demonstrate success in a range of different ways. Children, who work below the levels defined by the National Curriculum for Geography, will be given additional assistance. Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school environment.

Other Points/Considerations:

Any members of staff who have requests for training or geography resources should discuss this with the geography coordinator and put in an order request as required.

Monitoring and Review:

The Geography Subject Leader will complete 2 audits within each academic year. These audits will assess children's understanding of their year group content and explore how geography is being delivered. Information will be gathered through the form of a book scrutiny, pupil voice / interview, staff questionnaires, lesson drop-in, environment walks and the review of fieldwork. At the start of each academic year, the geography coordinator will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and will be assessed during future audits. When data is collected, support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe more experienced / confident teachers; providing training or observing lessons and providing constructive feedback. In some instances, a deep dive may be carried out by the geography subject lead and members of SLT, across school, to gain a clear view into the teaching and learning happening throughout school.

Appendix 1

Below is an overview of the year group topics.

EYFS	Local Area	Weather comparing to other countries.	Houses and Homes
Year 1	The Four Seasons	Where Do I live?	Life in the City
Year 2	Around the World	Let's Go to the Arctic	Map Makers
Year 3	The Rainforest	Our European Neighbours	Investigating India
Year 4	Countries of the World	Volcanoes	Earning a Living
Year 5	Investigating Coasts	Extreme Earth	The Grand Canyon
Year 6	Exploring Scandinavia	South America	Our Local Area