

ACHIEVING EXCELLENCE TOGETHER

Inspiring independent learners with Jesus by our side

GEOGRAPHY POLICY 2022

A high quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. (National Curriculum 2014)

Intent

At St Bede's, we intend to stimulate pupils' curiosity, respect and pride in their surroundings and the wider world, creating a sense of awe and wonder for the natural world and a respect for the diversity of people and places. We endeavour to develop pupils' competence in geographical skills and an appreciation of the effects of human influence on the environment, challenging them to become global citizens for their future.

Implementation

Children are taught the National Curriculum for Geography Programmes of Study from four areas of substantive knowledge:

- **Locational Knowledge,**
- **Place knowledge,**
- **Human and Physical geography**
- **Geographical skills and fieldwork**

They develop knowledge about their locality, UK and the world with particular focus on Europe and North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical tools and skills to enhance their locational and place knowledge.

Children progress in their understanding of the key concepts of place, space, environment, physical and human processes, scale, sustainable development, interdependence, cultural awareness and diversity.

There is an emphasis on the development of graphicacy, including maps, diagrams and graphs and oracy, including the teaching of technical vocabulary.

Impact

Children will develop their fluency in global knowledge, their understanding of the interconnection between people, places and processes and their competency in the

language of Geography. Formative and summative assessment and a dynamic curriculum will enable them to continue to KS3 as informed and active Geographers.

1. Teaching and Learning

At St Bede's, we make geography come to life by using different teaching and learning styles, in order to develop children's knowledge, skills and understanding in an engaging way:

- Activating prior knowledge and experiences
- Using reading skills
- Promoting higher order thinking skills
- Linking quality texts
- Collaborative working

We also refer to what is in the news and topical, encouraging a global awareness, making children think for themselves and providing experiential learning.

Lessons promote enquiry skills:

- Asking and Responding to questions
- Observing
- Collecting data
- Analysing
- Evaluating
- Communicating

which are central to high quality learning in Geography.

Interactive displays stimulate learning in the classroom and around school.

2. Planning and Resources

At St Bede's, we have used the National Curriculum to build a yearly overview, Long Term and Medium Term plans. Skills are allocated to each year group to ensure progression and a 'big question' promotes independent study, class discussion and debate.

The plans have been written to the local circumstances of the school, in that we make use of our school grounds, and explore the surrounding village of Weaverham and town of Northwich in our fieldwork. We study the features of the county of Cheshire and the North

West region and compare them to other areas of the world and the UK on a similar scale. Trips and visitors are selected to enrich children's cultural capital.

The Geography topics are plotted across the year to link with texts studied in English, Science units and other areas of the curriculum. This helps to reinforce vocabulary, knowledge and concepts.

Teachers and classes are subscribed to Oddizzi.com and Digimaps for Schools. Oddizzi is an online encyclopedia of the world which contains schemes of work, knowledge mats and vocabulary games. Digimaps is an online mapping service, providing data from Ordnance Survey, including historical maps and aerial view. Other useful online resources for planning include BBC bitesize, Twinkl, Plan Bee and Met Office for schools.

Each class has an age-appropriate globe and set of atlases, as well as resources specific to their topics. General resources such as books on map skills and GA publications are kept on a bookshelf in the staffroom.

In KS2, children are given the opportunity to take Bede or Vinnie, our explorer bears to places they visit outside of school. They record this in a scrapbook, using photos and maps. This is shared with the class.

3. EYFS

Within the Early Years Foundation Stage, Geography is included as part of Knowledge and Understanding of the World. At St Bedes, we guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about similarities and differences between people, places, technology and the environment whilst fostering the skills essential to developing an understanding of the world around them

4. Assessment

Teachers assess Geography using AFL strategies and observations of the children during lessons and through the marking of children's books. Assessment for learning is an informal part of every lesson to check pupil understanding and yield information which will help teachers to adjust lesson plans. In KS2, it may be appropriate for teachers to test knowledge to check pupils' learning at the end of each topic. During assessment week, pupils' progress will be recorded as being below, at or exceeding age-related expectations. It is recorded on

'O Tracker'(BAM). At the end of each academic year, parents will receive a summary of this information in their child's annual report.

5. Equal Opportunities and Inclusion

Whole school policies on Equal Opportunities and Inclusion are adhered to and ensure all our pupils access the Geography curriculum. Trips and visitor sessions are risk assessed accordingly. At St Bede's, residentials are carefully adapted to meet the needs of every child. During lessons, all pupils have access to materials and opportunities suitable to their specific needs. Examples being visuals alongside vocabulary and cloze procedure to support children's explanations, teacher modelling how to use resources, such as atlases and globes and effective pairing and grouping of children so they are supported in reading for information.

6. Role of the Subject Leader

The subject leader's role is to lead and support staff in the teaching and learning of Geography, including organising relevant CPD and disseminating relevant information

Over the course of the year, the subject leader is responsible for:

- Constructing an Action Plan with SMART targets, based on the review of the previous year's
- Auditing and purchasing relevant good-quality resources, including subscriptions to websites.
- Reviewing and amending a yearly overview, Long Term and Medium Term plans
- Monitoring teaching and learning through pupil voice, book flicks, teachers' lesson evaluations, learning walks and lesson observations.
- Supporting the Year 6 eco warriors in promoting environmental initiatives across the school.
- Updating and maintaining the Geography Zone on the school website
- Driving Fairtrade

This policy was revised in November 2022