



Geography Policy

Person responsible: Head teacher

Ratified by the governing body: Spring 2021

Date for review: Spring 2024

A handwritten signature in black ink, which appears to read 'Anne Marie Renshaw'. The signature is written in a cursive style.

Reverend Anne Marie –Renshaw

Chair of Governors



Geography Curriculum

Intent

Messing geographers and adventurers will develop a thirst for knowledge about our world inspired by learning about the world we live in.

Our curriculum will help them to:

- Develop geographical skills and knowledge through studying places, people and natural and human environments.
- Learn about the environment, including the local area, human impact on it and why it is important to look after it.
- Respect people in different societies and different economic situations across the Earth including challenging stereotypical views and celebrating diversity.
- Understand the impact of the weather on human and physical geography.
- Compare contrasting locations and support them with using the correct terminology to make these comparisons.
- Develop their field work and map reading skills, to further aid their investigative skills.
- Make connections with other subject areas such as science as history to support with embedding their learning.

Implementation

In order to foster children's curiosity about the world, interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions. Through an interleaved, topic based curriculum, we build upon children's prior learning and encourage children to make connections with learning in other curriculum areas such as history, science and art. Pupils are supported with recalling prior learning and making connections between Britain and other countries as well as relating their learning to their own lives to give it a meaningful context.

Recently updated long term planning for geography maps out the progression of knowledge and skills across the school and explicitly identifies opportunities to broaden the children's understanding of environmental issues. This is an area we have identified as one we would like to develop further within our curriculum. Medium term planning identifies key geographical skills and knowledge to be taught, as well as links with other subject areas and prior knowledge.

Vocabulary development and the opportunity to discuss and debate issues are built into the planning and lessons.

Children are encouraged to develop their reading skills across the curriculum and in Geography, are given the opportunity to work collaboratively, researching and presenting their ideas.

Each Geography unit has a meaningful outcome which is shared/developed with the children i.e. an erupting volcano, a class assembly or trip to a place of geographic significance, for example infant pupils visit a farm. Each unit that centres around certain countries in the world will devote part of the first lesson to where that place can be found on a map/globe so that pupils can begin to contextualise their learning. Pupils also use apps and technology such as Quiver, 360' city and some augmented reality programmes to further enhance their understanding of the geography curriculum and to inspire them to develop a love and respect for the world around them.

Children will learn about different jobs people with a love of geography can do i.e. meteorologist, geologist, environmental manager etc. They will learn the impact of some of these jobs on our understanding of the world. They will come to realise that there is still a lot left that we don't know about as new discoveries are made all the time about Planet Earth.

Impact

The impact of the pupils' Geography learning will be:

Children develop a deeper understanding of the impact of human and climatic activity on the world and people's lives and learn how we can nurture the planet. They recognise and celebrate the similarities and differences between places and people (**Respect**)

They persevere until they have acquired the necessary knowledge or skill to help them answer geographical questions. (**Resilience**)

They use discussion and debating to share ideas with others. They articulate their ideas using geographical vocabulary which is included in each unit. (**Reasoning**)

Impact will be measured through formative and summative assessments of specific milestones including quizzes and assemblies, cultural capital days and discussions.