

Treeton C of E (A) Primary School.

Policy for The Teaching and Learning of Geography.

Next Review September 2025

'This policy reflects the statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavors with these experiences and an inherent connection to the children of Treeton school, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximize their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.'

This policy should be read in conjunction with the schools Teaching and Learning Policy, Assessment Policy and the Marking and Feedback Policy.

The significance of Geography in the Primary Curriculum.

Geography helps children to make sense of their surroundings and the wider world. It provokes questions and answers about the natural and human worlds and uses a variety of skills to allow pupils to develop their own perspectives and views.

Geography develops investigative skills through a variety of techniques which, in turn, fosters further knowledge and understanding of places, processes and environments worldwide. It informs pupils so they are better prepared to consider environmental and cultural issues today and later in their lives.

Geography forms links with other curricular areas which inspire pupils to consider their own place in the worlds, their values, and their rights and responsibilities to others and the environment. Children will be encouraged to develop these responsibilities and thoughts through PSHE or citizenship topics.

Aims

The aims of Geography are:

- To 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.

- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To 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
- To be 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
- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- to develop a variety of other skills, transferable across curriculum subjects, these include, those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate ways,

Planning

At Treeton our geography curriculum is fully aligned to the National Curriculum with additional features linked with local and national areas of interest. It is a bespoke curriculum that has been designed by the staff to ensure that it is real, relevant to our context and engaging adapting schemes such as the Grammarsaurus scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork.

Our curriculum planning is in long-term and medium-term. Our long-term maps the Geography topics studied in each term during each key stage. Geography will be taught within the themes planned for a creative curriculum. At other times we arrange for the children to carry out a geographical study independently.

Our medium term plans give details of each unit of work for each term. The Geography subject leader reviews these plans on a regular basis. At our school we work on a two-year rotation cycle. In this way we ensure that children have completed coverage of the National Curriculum but do not have to repeat topics. These plans list specific learning objectives and highlight the activities to meet the national curriculum. The class teacher keeps these plans and can discuss them with the Geography co-ordinator.

Assessment, progression and coverage

We plan the topics in Geography so that they build upon prior learning using the 'Chris Quigley Key Milestones'. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school (See SEN policy).

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The way that the curriculum is designed allows for prior knowledge to be revisited and activated, enabling students to link new information to old information and link different schemata (a general idea about something) to each other.

In order to inform future planning and correct any misconceptions, children are informally assessed at the end of each session by the teacher.

Work is regularly marked by the class teacher in line with the school marking policy and feedback is given to children about their progress.

Pupils are assessed against the 'Chris Quigley Key Milestones' and are reported on EMAGs at the end of each school year.

Special Educational Needs (SEN) and Inclusion

In our school, all children, regardless of race, gender or ability deserve and are entitled to equal opportunity. The needs of all children are considered when planning, resourcing and delivering the Geography curriculum.

Pupils with special educational needs have the same geography entitlement as all other pupils and are offered the same curriculum. To ensure that pupils of all abilities make worthwhile progress in Geography, teachers:

- Provide suitable differentiation within tasks to ensure all abilities are able to access difficult ideas for example narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources or by the use of other adults.
- Challenge higher ability pupils through their questioning and in independent work by expecting them to; interrogate more demanding sources, work with greater independence and by raising expectations about how they might communicate their ideas.
- Use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Resources:

When the pupils are working on a unit of work they should have access to relevant and appropriate maps/globes for the area of study.

Planning includes expectations for pupils to use a variety of resources across the school including artefacts, posters, textbooks, newspapers, paintings, documents, videos, ICT, visitors and geographical sites.

Cross-Curricular Links

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Geography in our school contributes to the development of skills and techniques which are used and reinforced across the range of curriculum subjects, allowing children to apply their geographical knowledge in real contexts.

ICT

ICT is used to help pupils find things out, explore things that they would not normally be able to do and analyse and present information in different ways. They apply their ICT skills in exploring the Internet, interrogating databases, locating information in videos, emails and the internet.

Visits and Health and Safety

Visits provide children with first-hand experience which is integral to good Geography teaching. We include as many opportunities as we can to involve children in practical geographical research and enquiry.

In EYFS, Key Stages 1 and 2 all the children carry out an investigation into the local environment which involves opportunities to observe and record information around the school site and local areas.

(See Educational Visit Policy for more details on Health and Safety.)

The role Of the Geography Leader

The leader, working alongside the Headteacher, has responsibility for progression and leadership of the teaching of the Geography curriculum. The leader is also responsible for the storage and maintenance of Geography equipment, the purchase of new resources and materials.

The co-ordinator gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Role of the Headteacher

The headteacher is responsible for the management of, and provision for, geography throughout the school, together with the subject manager, school staff and other bodies.

Monitoring and evaluating.

The subject manager will monitor the teaching and learning of Geography throughout the year. This will be done through a planning and work scrutiny in accordance with the monitoring and evaluation timetable agreed with staff. The governors, assisted by the Headteacher, monitor and evaluate the policy for geography.

This policy will be reviewed annually.

Last reviewed September 2024 by A Hall