



Geography Policy

May 2024

Document control and record of amendments

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1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st Century
- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other

Geography Curriculum Intent

Only one World

Geography at Elmbridge is about teaching children to better understand the world they live in; its people, places and environments and the interactions between them.

Geography helps us understand how and why places are changing. It will show children they can make informed choices about their behaviour towards the planet; to value the place they live; to understand the impact they have on places and environments.

2. Implementation

Pupils will learn about 5 key areas in Geography; they will revisit these areas during every year at Elmbridge Primary, with each unit of work building upon previous learning. Field work will be used to support the learning in all year groups. The 5 key areas are:

- Places: Understanding physical locations and how humans interact with them.
- Location: Understanding maps from the past to the present
- Movement: Thinking about why and how people move and the effect this has on the planet.
- Regions: Describing and marvelling at human and physical differences between places
- Sustainability: Understanding the role will all play in ensuring the future of our world

These key areas are recognised by the Geographical Association.

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. 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.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and digital resources.

Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the knowledge and skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs and satellite images.

Geography lessons are timetabled for 45-50 minutes per week, which gives pupils enough time to deepen their learning. When needed, 2 lessons may be combined over a two-week period; this may happen when pupils are carrying out field work.

3. Methodology

Planning

Each Subject curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Overall curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

Teaching (see teaching and learning policy)

Geography lessons may be driven by a statement, question or learning outcome. Also, a range of stimuli and experiences may be employed, which are designed to engage the pupils and broaden their knowledge and skills. There will be explicit reference to previous learning when this is pertinent. Each unit of work will include an element of field work, which may take place:

- In an around the school grounds (see appendix map of grounds)
- Within the local vicinity, including in the city of Gloucester
- During other Educational visits (see Elmbridge Cultural Capital Map)

Recording

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupil and teacher/teaching assistant
- Models, photographs, video recordings
- Written work, drawings and diagrams

Supporting Reading at Elmbridge Primary School

At Elmbridge Primary School, Reading is everything. Geography will support reading by:

- Use of current news/magazine articles on latest issues
- Use of school and other library books
- Internet research

Enrichment and Cultural Capital

- Y6 Residential to Isle of Wight
 - Using maps in Black Gang Chime
 - Coastal erosion/rock formation during trip to The Needles

- Day trips
 - visit to the local park, feeding the ducks, train trip into Gloucester, Bikeability etc.
- Visitors
 - Severn Trent Water to discuss where our sewage goes and what to put down the toilet

4. Impact

Formative and Summative assessment

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes and short tests to help determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

Monitoring

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The curriculum governors should be invited to support the monitoring at least once per year (see T&L policy).

Moderation

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

5. Continuing Professional Development

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They should, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality geography lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

6. Equal opportunities

All children have an entitlement to access the *Geography* curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Making learning accessible for all pupils
- Using TA/Teacher support and/or interventions for pupils who need to catch up
- Referring to MY PLANS or EHCP targets for SEND pupils
- Making reasonable adjustments, so pupils can attend trips and visits
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

7. Spiritual, Moral, Social and Cultural Development

As a school, we **work together** to enable our pupils to be:

Ready, Respectful, Safe

Elmbridge Primary School supports SMSC in all subject areas.

Spiritual development

Geography provides an opportunity to develop their fascination of the world around them. Essentially, it is about studying people; where they live in the world and how their environment impacts the way they live. Children are able to reflect upon their own values and beliefs of others and explore their own feelings about people, culture, places and environments that they are learning about.

Moral development

Many geographical issues provide opportunities for distinguishing a moral aspect, e.g. should we still be using plastic for packaging? Why does the destruction of the rainforest matter? Such issues are explored through fun decision-making activities, where children understand the views held by society, and by various groups within society, developing their own attitudes and values in relation to these.

Social development

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.

Cultural development

An essential component of Geography is place knowledge. By understanding the features and characteristics of their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

8. Links to other Policies

- Teaching and Learning
- SEND
- Staff Development
- Assessment & Feedback
- SMSC Development
- Off-Site Visits
- Pupil Premium

9. Links to other subjects

Links to other subjects

Connections to other subject areas may be made when teaching geography, if they help a pupil develop their knowledge and understanding of Geography. These may include:

- Charting places or journeys referred to in stories.
- Creating and interpreting graphs and charts that have been taught in maths.
- Explaining scientific phenomena that impact Geography e.g. role of carbon dioxide in climate change.
- Writing structures learnt in English
- Landscapes in art
- Explaining historical growth of settlements
- OAA within our PE