



Enhance  
Cultural  
Experiences

Healthy Mind,  
Healthy Body

Enquiring  
Minds

Universal  
Respect and  
Understanding

Resilience and  
Independence

Location,  
Location  
Location

## Geography Policy

### Curriculum Statement

Our Geography curriculum is designed to develop our children's curiosity and fascination about all aspects of their local environment and the wider world around them that will remain with them for the rest of their lives. We believe that a fundamental part of our children's education is to equip them with the skills and knowledge to enable them to interpret the world around them.

### Intent

- To have an excellent knowledge of where places are and what they are like, both in the UK and the wider world.
- To be able to investigate a range of places - both in the UK and the wider world - to help develop their knowledge and understanding of the earth's physical and human processes.
- To investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.
- To have a comprehensive understanding of the ways in which places are interdependent and interconnected.
- To have an extensive base of geographical knowledge and vocabulary.
- To be fluent in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- To be able to reach clear conclusions and explain findings.
- To have excellent fieldwork skills - measuring, recording and presenting the human and physical features in our local area using a range of methods, including digital technologies.
- To have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- To have a genuine interest in the subject and a real sense of curiosity about the world and the people who live there.
- To remember key knowledge and skills by embedding them in long term memory.
- To apply the skills and knowledge to a wide range of situations and make links between previous learning.

## Implementation

- To provide and have on display a wide range of resources, maps, globes, graphs, sketch maps and digital technologies, compasses, for children, including Digi Maps.
- To provide opportunities for trips and visiting experts who will enhance the learning experience of our children.
- To provide opportunities for children to explore their local environment in order to develop their fieldwork skills.
- To ensure high standards of teaching and learning by implementing a curriculum that is progressive throughout the whole school. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.
- To repeat fundamental skills to ensure they are embedded in long term memory.
- To discuss, display and use relevant geographical vocabulary so that it is embedded in each child's long term memory. To use Knowledge Journals to create schema to help remember key vocabulary and ideas.
- To raise awareness and promote discussion in global environmental issues through the work of the Eco Club.
- Teachers to plan using the Big Red Book where the interests of the children are documented and used as a starting point for planning that unit.
- The children start in KS1 looking at their local environment and then make a simple comparison with a non-European country. In Lower KS2 the children focus beyond the local environment to the UK and compare this with a European country. UKS2 look at countries beyond Europe.
- Each class repeat fundamental skills/milestones to ensure that they are embedded within long term memory.
- Use a range of strategies to ensure knowledge and skills are transferred to long term memory.
- **Golden threads** are at the forefront of teachers' planning for each topic. These are: Location, Location, Location - to be able to name and locate countries; Global Explorers - Place knowledge. To understand what different places are like and Mountains, Lakes, Cities and Towns - to recognise human and physical characteristics. *These are key issues which were felt to be so important that they needed to run through all topics so that children can make links and connect the work that they have covered through these threads.*

## Impact

We measure the impact of Geography through:

- Assessments through pre topic activities compared with a post topic activity, e.g. vocabulary sheets or annotated diagrams.

- Focussed assessment lessons closely linked to the milestones for each year group. Teachers moderate termly on standards achieved against the planned outcomes;
- Talking to our children about their learning to establish their understanding and enthusiasm.
- As a result of these, teaching and planning is modified accordingly to ensure that children make their best progress and attainment.

### **Additional Information**

- All children have a right to access the curriculum. Teachers modify and plan their lessons for each child's needs.
- We teach Geography in the EYFS class as part of the Understanding of the World learning which is covered throughout the year. Geography makes a significant contribution to the ELG objectives of developing our children's knowledge and understanding of the world.
- **Resources**  
Yearly subscription to Digi Maps.
- Each class have a globe visible in the classroom.
- Sets of up to date atlases are in Diamond Class.
- A variety of different scaled maps are available in the Geography cupboard in the corridor.
- Compasses stored in the maths trays in Ruby class.
- A thermometer is mounted on the outside wall to monitor temperature around the school.
- Data loggers are available and are stored with the computing equipment outside Diamond class.
- All relevant risk assessments to be completed in good time, prior to any trips, using Evolve. Teachers to conduct health and safety checks before taking children onto school grounds and when using equipment.

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