



Elburton Primary School

Geography Policy

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“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across the continents. And in the end, it’s about using all that knowledge to help bridge divides and brings people together.” Barack Obama

1. Subject Statement

Intent

At Elburton we want the children to develop a sense of awe and wonder for our world. Geography studies the relationship between humans and the physical environment. Geography develops an appreciation of life in other countries and cultures by studying the similarities and differences in the world around them. It inspires children to think about their own place in the world, their values and their rights. Mutual respect and tolerance for all cultures will be promoted through the study of Geography. Developing our children into responsible citizens understanding issues concerning the environment and sustainable development is a key driver for us.

Making the most of our local area to engage our children is essential to build a positive attitude to geography in the long-term. Through fieldwork and engaging in active discussion, children become equipped with knowledge and skills that prepare them for challenges that lie ahead, embracing technology and promoting a life-long love of learning.

Implementation

Geography at Elburton has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing geographical skills. The geography curriculum builds on children’s previous learning, and it is essential that children can make connections between the different topics. Geography is taught within a half-term block each term. Strong connections with other subjects are built into our curriculum design to help the children make connections and remember more.

Impact

As children progress through Elburton Primary School they develop a deep knowledge, understanding and appreciation for their local area and its place within the wider geographical context. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes.

2. Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Teaching and learning in geography is supported by a wealth of resources, including access to the Rising Stars Scheme, Chris Quigley Curriculum, David Weatherly and the Geographical Association's online platform.

Teachers plan opportunities for fieldwork using the school grounds, the local environment and going further afield to conduct geographical fieldwork.

3. Assessment

Assessment for learning in geography is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Geography book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the preidentified key knowledge of each unit being evidenced through the outcomes

Reporting to parents: Parents are informed in the annual report whether their child is Working below the Expected Standard (WBS), Working towards the Expected Standard (WTS), Working at the Expected Standard (EXS) or are Working at Greater Depth (GDS) in geography.

4. Planning and Organisation

At Elburton, geographical work undertaken within the school has been carefully planned and organised to provide breadth and depth of knowledge and understanding as well as developing geographical skills. The development throughout EYFS, KS1 and KS2 builds on children's previous work.

Geography is taught in six-to-eight-week blocks interleaving with history each term.

Planning format:

- Long term plan: This maps the topics studied by each year group to ensure coverage and progression.
- Medium-term S Plans: An overview of curriculum coverage, progression, assessment opportunities, trips and visitors.
- Individual lesson plans: These are formed on a weekly basis by reviewing and expanding on the medium-term S Plans; evidence of this can be viewed on individual lesson flipcharts.

5. EYFS 1 (Pre School) and EYFS 2 (Foundation Stage)

Children in our Pre School will begin to recognise that they live in a certain house, in a certain place. They will gain a deeper understanding that others they know live locally too and the concept that the lives of others are different to their own. As the year progresses, they will begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. They will begin to understand that there are different countries in the world, and they are different to ours. They will explore this through stories, research and small world play. They will begin to look at differences in the biodiversity of some countries compared to ours in things such as weather, habitat or natural environment. Our Wild Tribe sessions encompass this learning and ensure that the children's geographical knowledge of changing seasons, habitats and weather is secure.

Children in the Early Years Foundation Stage explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

6. Equal Opportunities

At Elburton Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

7. Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality.

8. Role of the Subject Leader

The geography leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the geography curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

9. Parents

We at Elburton Primary School actively encourage the involvement of families and the wider community to help support and promote the teaching of geography.