



WOODCHURCH
CHURCH OF ENGLAND
PRIMARY SCHOOL

GEOGRAPHY POLICY

**Wonder, Commitment,
Expectation**

Jesus said:

"I am the bread of life...Once a person is with me I hold on and don't let go." John 6:35

"If you have faith as small as a mustard seed... nothing will be impossible for you."

Matthew 17:20

*Rooted in the teachings of Jesus, the power of the Holy Spirit
and our love of God,
we aim to continue our long Christian history and tradition of
serving our community.
We will plant the seeds of faith, which will enable all to grow
together as a family and as individuals,
living life in all its fullness and flourishing in the world, walking
in the footsteps of Jesus.*

Geography Policy – Woodchurch CE Primary School

Intent

At Woodchurch C.E. Primary School we want pupils to know and understand that Geography is the study of places. It explores the relationships between the world and its people.

Geography has two main aspects, physical geography and human geography. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment.

Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

We intend to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

Within the Geography Curriculum it is our intent that the children will recognise themselves as Communicators (Orators), Readers, Explorer and Learners – opportunities to develop these skills will be built into the delivery of the curriculum and children will be encouraged to reflect on how they have demonstrated these skills within their learning.

Implementation

Through a review of the Geography curriculum we have moved to three Geography units per year for each year group. Geography is now taught through half term units.

Geographical work undertaken has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills.

Beginning in Foundation Stage, our pupils are given opportunities to discover and learn about the world they live in. The Geography element of the children's work is related to the Knowledge and Understanding of the World objectives set out in the EYFS Curriculum.

In Key Stage 1, Geography develops pupil knowledge, skills and understanding relating to their own environment and the people who live there and an awareness of the wider world, in accordance with the KS1 National Curriculum.

In Key Stage 2, Geography extends pupil knowledge, skills and understanding relating to people, places and environments in the United Kingdom and beyond, developing an appreciation of how places relate to each other and the wider world, in accordance with the KS2 National Curriculum.

Curriculum progression is structured to allow opportunities for children to review and revisit key facts and knowledge. In key Stage 1, the children learn about their local area and expand their thinking to look at the wider country and then the world and beyond. We believe that it is important that the children have an appreciation of their local area and we try to make use of the local environment, as much as possible, in our teaching. It is important for us to teach our pupils about how to respect their local environment and what they can do to help. It is our hope that this respect in turn will transfer a better understanding and appreciation for environmental issues affecting the wider world.

A strong focus for teaching is the use of correct technical vocabulary. Language is carefully planned into lessons and modelled and reinforced by teachers to help embed this language in the children's long-term memory. This is also reinforced through the developing use of Knowledge Organisers which are used to recap, revise and revisit key vocabulary regularly.

Teachers are provided with opportunities to develop their own subject knowledge through sharing good practice, and access to the RGA and GA resources and publications. Staff are also able to access online training via Digi-Map.

Each Geography lesson starts with a retrieval task, which revises prior knowledge and embeds important facts into children's long-term memory. These activities are informal and allow teachers an opportunity to address misunderstandings and highlight key areas which need more revision. Short assessments are undertaken by the children at the end of each topic to check for gaps and revise important facts if required. This information is then used to inform future teaching and for teachers to adapt and edit planning as required.

Impact

Impact will be monitored through a clear monitoring programme which involves the Subject Leader and SLT.

The development of clear assessments at the end of each unit will provide information on the impact of the implementation of the Geography curriculum.

It is envisaged that the impact will increase and develop children's:

- 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
- understanding of 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
- competence in terms of 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
- ability to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- skills to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Organisation of Geography within the Curriculum

The delivery of the curriculum will follow the long-term plan that was restructured in 2023.

Medium term plans have been developed and delivered to staff with the supporting resources. Planning and resources are supported and underpinned, where appropriate, by the Geographical Association and The Royal Geographical Association.

Strategies for the teaching of geography

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*.

The geography curriculum at Woodchurch CE Primary is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

As an integral part of the teaching and learning of geography children will be given the opportunity to revisit knowledge so that it 'sticks' with them. This is in reference to learning being 'a change in long term memory'.

We are very proud of our extensive local area and use these in a variety of ways to help children learn geographical skills and to respect the school grounds and wider environment, through fieldwork opportunities.

We have strong connections with Woodchurch High school, which has a small holding available to support learning in geography as appropriate.

Resources

Resources are stored within year group classrooms. Digital resources are on the staff drive. Staff are also provided with login details for the GA. RGS and digi-map.

To assess progress in Geography

Geography knowledge and concepts will be revisited on a weekly basis through Retrieval tasks at the start of every lesson – this assessment for learning allows staff to revisit learning and address any misconceptions in good time. Years 2-6 will use the knowledge organisers that the children have regular access to throughout the teaching of the unit. Once the knowledge has been taught, children will be asked to complete an assessment task, and also to reflect on how they have used the skills: communication, reading, exploring and learning.

SMSCD links within the curriculum

Spiritual

- raise questions about the ambiguous nature of some achievements (e.g the building of the pyramids in Ancient Egypt)
- reflecting on a variety of landscapes and locations
- reflecting on their own identity by studying their own locality
- gaining a sense of their own place and their own values
- developing awareness of interdependence and responsibility
- damaging and sustaining the planet

Moral

- evaluating the effects of human actions on their environment, including their own eg litter
- consider the moral and practical issues of pollution, conservation and sustainability of our environment (Rainforests)
- engaging in discussion and action on improving their environment.

Social

- studying their own locality and its relationship to the wider world
- evaluating what services are provided for residents
- discussing issues surrounding citizenship and social justice
- looking at environmental pressure groups

Cultural

- learning how people differ in their response to their environment
- finding out about contrasting localities, in Britain and in the wider world
- exploring how various landscapes provide inspiration for the arts
- evaluate cultural influences in their own environment

Equality and Diversity

In line with our *SEND Policy* we are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to take into account individual requirements.

In a predominantly White British area, and in line with our Equality Policy, it is our aim to sustain a Christian community in which children benefit from a broad education and gain a sense of responsibility and awareness of difference and diversity. From the outset of F2, our children are encouraged to consider who they are, where they are from and how they fit into their local, national and global community. To support this, within the curriculum units we make links across the curriculum; for example, with RE in the study of other religions and cultures. We look at global issues such as refugees and migration and link with MEAS to gain an understanding of how they can be supported. We compare differences and similarities with areas of study, for example, foods and traditions. Units are supported and underpinned by the use of diverse texts supported by the "Reflecting Realities" report from the CLPE. The use of images and the study of significant people to support learning are carefully considered to ensure that diversity is embraced.

The role of the geography leader is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography
- Monitor and evaluate the learning and teaching of geography through pupil and staff voice, learning walks, book looks and if appropriate, lesson observations.
- Develop assessment and record keeping ensuring progression and continuity
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Keep abreast of developments in the teaching and learning of geography.
- To update and report to Governors
- To update the Geography Policy as required

Health and Safety

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

Member of staff responsible	Mrs Julie Davies
Date Policy adopted	
Review Date	September 2023
Head Teacher signature	
Chair of Governors Signature	