



# Geography Policy

## 2023-24

*At Cromwell Learning Community Multi Academy Trust, we believe that learning without limits means we do not put a ceiling on children's achievement.*

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### **Statement of Intent:**

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. At CLC MAT we are committed to providing children with opportunities to investigate and make enquiries about their local areas so that they can develop a real sense of who they are, their heritage and what makes our geographical connections special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality sequential teaching that builds on prior knowledge, we develop the following essential characteristics of geographers:

- ♣ A sound knowledge of where places are and what they are like, both in Britain and the wider world;
- ♣ A comprehensive understanding of the ways in which places are interdependent and interconnected
- ♣ An extensive base of geographical knowledge and vocabulary
- ♣ Fluency in geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- ♣ The ability to reach clear conclusions and explain their findings
- ♣ Excellent fieldwork skills as well as other geographical aptitudes and techniques
- ♣ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- ♣ A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

### **Our Aims**

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features are shaped, interconnected and change over time.
- Introduction

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At CLC MAT we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

## 1. Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2014) 'National curriculum in England: Geography programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy

## 2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Geography-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Geography in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.
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The SENDCO is responsible for:

- Liaising with the subject leader in order to implement and develop Geography throughout the school.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Geography in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

## 3. Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

It is crucial for children to develop their knowledge and understanding of the world around them as outlined in DfE's 'Statutory framework for the early years foundation stage'..

- Their knowledge of geography starts from birth. It only develops when adults talk with children about the world around them using the following knowledge:

Mathematics		<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
Understanding the World		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

#### 4. Curriculum

In the Foundation Stage geography (which is embedded in the learning area 'understanding the world') is delivered through a range of child-initiated and adult initiated activities in the indoor and outdoor learning environment. It is planned for as a specific subject through discussion and regular collaboration with KS1 staff. This is to ensure children's exposure to vocabulary, knowledge, skills and learning outcomes hold them in good stead to access age-related learning in Geography in Key Stage 1. Throughout Years 1 and 2, geography is taught through a weekly lesson (as part of a half termly unit), which may relate to a theme or topic. To ensure consistent coverage of geography in line with the National Curriculum, CLC MAT staff from years 1 to 6 are encouraged to use Rising Starts' Voyagers and Kapow schemes of work as a main resource.

Through devising the whole school curriculum map, geography has a key role in helping to make thematic links in subject areas where it is relevant.

#### 5. Cross-curricular links

Wherever possible, the English curriculum will provide opportunities to establish links with other curriculum areas.

##### History

Using geographical changes overtime to link to historical knowledge of people and places.

##### Maths

Using geography lessons as a way to incorporate mathematical skills such as reading and understanding tables and graphs.

#### **Reading**

Children apply their reading comprehension skills to interpret the meaning of geographical language in books and research.

#### **Writing**

Pupils are encouraged to present their work in writing formats such as non-chronological reports, newspaper articles etc.

#### **Science**

Geography is often linked with science, for example, The Water Cycle topic is heavily rooted in geography and science this allows children to apply knowledge acquired from science topics to deepen their understanding of geography.

#### **ICT**

Pupils are encouraged to use ICT to research geographical topics using iPads and search engines.

## **6. Teaching and learning**

### **Progression**

The teaching in Key Stage 1 builds upon the Early Learning Goals achieved at the end of the Foundation Stage. Our units of work for Year 1 through to Year 6 follow the progressive sequence of key geographical teaching and learning that is outlined in the National Curriculum. Therefore, taught skills, knowledge and understanding are built upon, unit on unit, year on year. A range of subject-specific skills that develop children's ability to work as geographers are fostered throughout all learning.

### **Pupils' Knowledge Organisers and Teachers' Geography Medium Term Plan/Overview**

Each year group will be provided with an annual overview of the geography units focusing on the content and the sequence of lessons to be taught. In addition to this a Medium Term Plan is created by the Subject Lead, which includes all of the Knowledge Musts. Teachers are to use the Overview and the Medium Term Plan to create their individualised weekly planning to meet the needs of the children whilst in line with progression.

To support the knowledge of the children throughout the unit, they have been provided with a knowledge organiser, which is to be fastened into their books, prior to the unit being taught. The knowledge organiser will have subject specific vocabulary and the meanings, engaging images to support their visual understanding, interesting facts, timelines about their specific learning and other relevant information to support their knowledge and understanding during that unit.

### **Displays and Vocabulary**

Developing a good knowledge of geography-based vocabulary is key to success in geography. Pupils often find geography challenging because they do not have a good enough grasp of the vocabulary, non-visual understanding of the world and the necessary analytical skills needed to explore key ideas. Key vocabulary should be displayed on topic working walls. This should be referred to throughout the teaching of each topic. Pupils should have the opportunity to explore ideas orally first and teachers should model and encourage pupils to use vocabulary correctly. Teachers should consider making use of interactive resources and other ways of graphically representing complex information to support their pupils' understanding. Vocabulary lists for each topic are available on the knowledge organisers.

## 7. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training. Throughout the school, English is taught as a discrete lesson and as part of cross-curricular themes. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: Geography programmes of study'.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

### **Implementation:**

Geography is taught under the humanities umbrella of 'Knowledge and Understanding of the World' (KUW). It is taught in half termly units which alternate with history topics.

Coverage of content in geography is gained through:

- Providing teachers with login requirements for all relevant schemes: Voyagers Rising Stars (old and new scheme) and Kapow!
- A yearly overview of topics with which scheme clearly labelled.
- Providing teachers and pupils with a knowledge organiser which outlines key knowledge (including vocabulary) all children must master and apply in lessons;
- Lessons taught sequentially, following the half termly Medium Term Plan which provides a cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz (Prior Knowledge) which is tested at the beginning of every lesson to support learners' ability to block learning and increase space in the working memory as well as identifying gaps in children's learning
- An end of topic assessment to assess children's learning over the topic, which is based on the content within the schemes.
- Challenge questions for pupils to apply their learning in a philosophical/open manner
- Trips and visiting experts who will enhance the learning experience

## 8. Assessment and reporting

- Lessons will be taught in sequence. Each week's content is presented on a termly history overview prepared by the subject leader. These plans are adhered to chronologically.
- The CLC MAT planning proforma for KUW is used to summarise the forthcoming learning and is checked by subject leads prior to delivery.
- Children's books show:
  - ✓ Children's knowledge organiser in prior to the unit being taught.
  - ✓ A double page spread left blank for children's own mind map showing what they can remember at the end of each lesson.
  - ✓ An end of term assessment is carried out at the end of the topic to close the unit.

### **Assessment will be undertaken in various forms, including the following:**

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

- Classroom tests and formal exams (reading)
- Assessments using Topic assessments

Teaching and learning is monitored through lesson observations, learning walks and work scrutiny. These are led by the Subject Leader and/or the Senior Leadership Team.

Feedback is given to individual teachers, and patterns may be used to inform the school improvement plan or develop any action points for the Subject Leader.

Assessments are monitored by the Subject Leaders and/or the Senior Leadership Team. Again, patterns identified from the assessment data may inform the school improvement plan or Subject Leaders' actions (subject action plan).

## **9. Resources:**

A wide range of maps, atlases and subject-specific resources are kept in the locked K.U.W (knowledge and understanding of the world) stock cupboard area / stock room.

## **10. Equal Opportunities**

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the geography curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all Geography lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

The school aims to provide academically more able pupils with the opportunity to enhance their work through extension activities

## **11. Enrichment activities and experiences**

Through consultation and evaluation with staff, pupils and using the knowledge and experience of senior leaders, in-school workshops and trips are planned to broaden the children's experiences of geography. This has been a very successful aspect of our curriculum; bringing many benefits to the children's school experience. Post COVID-19, the planning and organisation of forthcoming enrichment will be made in accordance with government guidelines.

## **12. Monitoring and Review**

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at CLC MAT, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

A named member of the governing body is briefed to oversee the teaching of Geography, and review progress.

Any changes made to this policy will be communicated to all teaching staff.

Subject Leads: Tabassum Fatima / Samina Hussain

Date: September 2023

Review Date: September 2024