

GEOGRAPHY POLICY



Policy Lead	Alison Davies
Member of leadership team with lead responsibility for oversight and update of policy	Richard Thorpe
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Grange Park Primary School

Geography Policy

Introduction

At Grange Park, we aim to provide a geography curriculum which will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for geography which are set out in the National Curriculum..

Aims

- To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.
- To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.
- To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them
- To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.
- To enable children to understand how the Earth's features are shaped, and change over time.
- To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time

- To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.
- To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.
- To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Geography Curriculum Planning

At Grange Park, we use the Cornerstones Curriculum to plan lessons and activities, which are delivered through a topic based approach. Each year group has a geographical companion project to the KRP in the Autumn term, a geography KRP project in the Spring term and the Summer term is used to consolidate any incidental learning within the KRP and to undertake fieldwork activities from the Autumn Term project. Each project is made up of six distinct sections: introductory knowledge, memorable experience, engage, develop, innovate and express.

These carefully planned topics ensure that pupils' knowledge and geographical understanding is developed by first immersing them in the area where they live and then gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents. The projects also give children regular opportunities to undertake fieldwork relating to the topic.

Children are given regular opportunities for retrieval of knowledge through the use of knowledge organisers within each project and retrieval mats (maps studied in their year group in addition to compass points, volcano structures etc).

ICT and Geography

Geography has close links with ICT and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital technology. The internet can be used to investigate and retrieve information.

Equal Opportunities

The Geography curriculum of the school will be planned, organised and taught in ways that are compatible with the school's Equal Opportunities Policy.

All areas of Geography aim to promote equal opportunities in accordance with the school 'Inclusion Policy', which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning ability (including SEN and G&T).

Differentiation/Special Needs

Teaching is effectively differentiated within mixed ability classes through:

Outcome

Task

Questioning

Level of support

Adapted resources

A variety of classroom management strategies are used in order to support and ensure effective differentiation takes place.

Assessment for Learning

We have clear expectations of what the pupils should know, understand and be able to do at the end of each Key Stage. Teachers assess the children's work in Geography both by making informal judgements during lessons, comparing outcomes to specific learning objectives in the National Curriculum and through the progression of knowledge and skills document. Alongside this, knowledge quizzes are used throughout the topic to help children remember information learned. The achievements of pupils in Geography are reported to parents each year in the annual report.

Monitoring and Review

The Geography co-ordinator, along with the school's senior leadership, is responsible for monitoring the standards of children's work and quality of teaching. The co-ordinator supports colleagues in their teaching by directing them to information about current developments in the subject. The co-ordinator will champion the subject and provide whole-school opportunities for celebrating the Geography curriculum.

As part of the monitoring cycle within Grange Park Primary School, an annual Co-ordinator Curriculum Review for geography is conducted, and feedback shared during

the following half termly Pupil Outcome Meeting. There is also staff meeting time assigned to geography, following the above, whereby any areas for development can be discussed and appropriate CPD offered.

Role of the coordinator

To support colleagues and organise CPD when appropriate.

- To ensure consistent approaches to Geography throughout the school.
- To establish progression through the key stages to ensure balance, breadth, continuity and progression.
- To manage and maintain resources.
- To liaise with external agencies as appropriate.
- To keep up to date with subject developments.
- To ensure that work is displayed inline with the school's Display Policy

Resources

The coordinator is responsible for stock, which will be monitored and ordered when required. Teachers are responsible for returning stock to appropriate areas. Teachers should inform the coordinator if specific resources are required allowing enough time for ordering.