

Geography Policy



Subject Leader	Date of Issue	Review Date	Other linked documents	Headteacher signed	Chair of Governors
Kerry Bamber	November 2021	September 2022	Geography Knowledge and Skills Progression Doc Year Group Overviews Geography Assessment Grids Geography LTP/MTPs		

Review Date: September 2022

Contents

1.Intent.....	page 3
2.Implementation.....	page 3
3. Impact.....	page 3
4. SEND, Pupil Premium and Greater Depth	page 4
5. Assessment.....	page 4
6. Classroom Environment.....	page 4
7. Home School Links.....	page 4
8. Leadership and Management.....	page 5
9. Oracy, Spoken Language and Vocabulary.....	page 5
10. Monitoring and Evaluations.....	page 5

1. Intent

At St Thomas' school, Geography lessons unlock a curiosity and fascination about the world. We aim to create geographers by equipping children with knowledge about the diverse world they live in so that they can understand their place within it. Our language rich curriculum has been carefully developed to inspire children to consider the impact they have on the world, as well as provoke and answer questions about other cultures, world affairs and environments.

As children progress through the school, their knowledge of the interaction of physical and human processes grows, as well as their understanding of formation and use of landscapes. Through a progressive and carefully sequenced curriculum, children are also given the opportunity to develop mapping skills, including how to use, draw and interpret maps of different scales and the vocabulary necessary to carry out effective geographical enquiry.

We want children to develop a love for Geography and become global citizens who can use their knowledge of physical and human processes to make meaningful links in the world to bring about change and prepare for a new and better tomorrow.

As children move through EYFS, KS1 and KS2 we want them to:

- Develop contextual 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;
- Understand 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.

We want children to be competent in 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;
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

2. Implementation

Geography at St Thomas' is taught on a termly basis as a discrete subject area so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new Geography unit, teachers make links to previously acquired knowledge and skills including map skills and locational knowledge. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The Geography curriculum is designed to ensure appropriate diversity in the countries, cities and cultures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Where appropriate we use Geographical resources, visitors, workshops and trips to excite and intrigue our children to find out more about the world around them.

3. Impact

Through the high quality first teaching of Geography taking place we will see the impact of the subject in different ways. Through pupil voice, children will be able to talk about the skills and knowledge they have

Review Date: September 2022

acquired. Children will be engaged in Geography lessons and want to find out more. Pupil's work will show coverage in line with National Curriculum and the school's matrix and medium term plans. The school environment will be Geography rich through displays, resources, vocabulary. Assessments and monitoring will show standards in Geography will be high and will match standards in other subject areas.

4. SEND, Pupil Premium and Greater Depth

At St. Thomas', we believe that every child can achieve and every child should be challenged to achieve their potential. All children will receive quality first teaching. Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally more able and Gifted and Talented children. All resources/materials have been reviewed in line with understanding of protected characteristics. Pupils will be encouraged to value social and cultural diversity through geographical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive way.

We recognise that in all classes, children have a wide range of geographical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- use of adults to support the work of individuals or groups of children.

5. Assessment

Teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they are assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the Geography National Curriculum. At the end of each term, teacher's judge children against these criteria using the school's Geography Assessment grids. This data is then analysed by the Geography subject leader.

6. Classroom Environment

In all classrooms, the celebration of Geography should be clearly evident. This should be up to date with the latest focus, complete with examples of children's learning as well as the subject specific vocabulary being taught. Displays should have a balance of informative, celebratory and interactive elements. Classrooms and the corridors should have engaging Geography displays, reflecting what is being taught.

7. Home School Links

At St Thomas', we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in Geography as much as possible through:

- Parents' evenings;
- A clear overview of Geography within the class matrix;
- Exhibitions and celebration to showcase children's work;
- Use of Showbie and LBQ for homework;
- Sharing of assessment data and next steps in learning.

Review Date: September 2022

8. Leadership and Management

The coordination and planning of the Geography curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in Geography and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in Geography;
- reviews the success of the St Thomas' Geography curriculum and review evidence of children's work.

9. Oracy, Spoken Language and Vocabulary

The National Curriculum for English (2014) emphasises the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. This is why at St Thomas' we hold Oracy as our most significant curriculum driver. We fully appreciate that spoken language underpins the development of children in all areas and we aim to ensure a language rich curriculum, where children are immersed in geographical vocabulary in all that they do.

We have developed a comprehensive vocabulary list for each year group to ensure progression in the vocabulary used in relation to the teaching of Geography.

10. Monitoring and Evaluating

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and the progress and attainment document. Progression across the school is monitored by the subject leader including the implantation, impact and assessment of learning. The subject action plans and advisors identify actions to raise standards.

The subject leader will also provide an annual summary report to the Headteacher and governors. This will evaluate the success and areas for development. A named member of the governors is allocated to Teaching and Learning. The Link governor will meet at least every term to discuss, monitor and evaluate current provision.

*K. Bamber - Geography Subject Leader Updated November 2021
Next Review: September 2022*