

Warden House Primary School



Geography Policy

Agreed by the Senior Leadership Team: Term 6 2023

“You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can’t imagine a subject more relevant in schools. We’d all be lost without it.”

Michael Palin

Intent:

Because some of the pupils at Warden House have limited community and cultural experiences beyond home and school, we endeavour to use opportunities within our geography curriculum provision to ensure that they have access to, and an understanding of, their local area by integrating local links to our units, where relevant, and providing regular opportunities for fieldwork. The geography curriculum at Warden House is constructed and designed to inspire the children’s curiosity and fascination about the world around them and the people and cultures within it. To ensure that the children know more and remember more, links have been made between geography units, curriculum subjects and across year groups to ensure that learning is revisited and built upon in a manner that is meaningful for the children here at Warden House. The sequence and structure of learning has been organised with careful consideration of cognitive load and with embedded retrieval practices to deepen the children’s knowledge and understanding over time. By blocking units and integrating an enquiry-led approach to our geography teaching and learning, we aim to ensure that the children widen their knowledge and understanding of the world; increase their subject vocabulary; develop curiosity and heightened critical thinking skills and understand that they have a role to play in the future of our planet as a responsible global citizen.

At Warden House, the children work to develop the skills needed to understand the world around them, ask questions and are challenged, through enquiries, to develop a deeper knowledge and understanding of the wider world; geographical issues which the world faces and their role within the world as it is today and for the future.

Implementation:

The sequence of learning and teaching practices for geography at Warden House are designed to help pupils to remember what they have been taught over the long term whilst integrating new knowledge into larger ideas. Principles of cognitive load and retrieval are embedded within our teaching and learning structure to increase the learning, retention and recall of information and ideas within geography. The curriculum sequence builds knowledge, skills and understanding over the course of the primary age range whilst enabling regular opportunities to revisit learning using retrieval practices. Teachers use a variety of strategies within lessons and units such as quizzing, and retrieval practices to ensure the children’s understanding, identify and challenge misconceptions and embed learning being mindful of cognitive load.

To develop the children’s geographical knowledge, skills and understanding we use enquiry-led units supported by local fieldtrips and real-life issues which demonstrate relevance and the real-life impact of geography, as methods to engage the children deeply with geography.

In EYFS children will:

Begin to explore, learn and apply a range of geography skills to be learnt through opportunities in 'Understanding the World'. Early Learning Goals support teachers in assessing children's development and the following Early Learning Goals can be linked to supporting learning foundations for geography:

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

In KS1 children will:

Develop their knowledge and understanding of their locality then build upon this to know that they are part of a country and a continent. They will use and understand basic subject-specific vocabulary relating to human and physical geography and begin to develop and use geographical skills, including first-hand observation, fieldwork and maps to enhance their locational awareness.

In KS2 children will:

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and the wider world. This will include the location and characteristics of a range of the world's most significant human and physical features. They will be challenged to investigate key geographical issues and reflect upon how and why these issues are occurring. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Impact:

Using local sites increases the relevance of the learning to the children and they can see how wider geographical issues which affect the world, also affect them. They are taught to understand how actions can have an impact beyond just themselves and how they can make changes and take responsibility for their role in the world.

Each unit includes a balance of knowledge and enquiry, developing the children's skills progressively throughout the school. The enquiry elements of the units for each year group enable the children to ask questions and explore concepts and geographical issues more deeply showing a greater understanding of the relationship between humans and the world around them. Over time, the children will learn more and remember more.

Inclusion

In all classes, there are children of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

Cross-curricular links

Cross-curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

Assessment, recording, reporting and feedback

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in geography in line with the school's assessment policy.

Some examples of methods of assessment that will be used are:

- Pupil voice – to check understanding of knowledge, progression of skills, and confidence in discussing their learning.
- Monitoring of display and books.
- Feedback from parents and guests who attend show case events.

The role of the subject leader

The subject leader is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The subject leader will:

- Monitor the standards in the subject to ensure that outcomes are at expected levels.
- Highlight / Celebrate successes.
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.
- Provide ongoing support to colleagues.
- Discussing resource needs with teachers.
- Identify areas of CPD need for geography across the school.

Review

This policy will be reviewed by the Senior Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards against its action plan, with additional required action to be identified and tracked by the geography subject leader. Progress will be discussed with the school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This Policy was written by Laura Gann – Subject Leader