

**Colham —
— Manor**
Primary School
Aspire, Achieve, Thrive

Geography Policy

Last updated: April 2024

Contents

1. Vision - Page 2
2. Intent: Why teach Geography? - Page 2
3. Implementation - How is Geography taught? - Page 4
4. Impact - What does this look like at Colham? - Page 5
5. Health and safety - Page 6
6. Role of the Geography Lead - Page 6
7. Links - Page 6

1. Vision

At Colham Manor, we strive to inspire pupils' natural fascination about the world. Through our curriculum, pupils explore the world's human and physical processes which gives them the knowledge and skills required to better understand their place in the world.

We achieve this by following the National Curriculum through the dimensions programme 'Learning Means The World'.

2. Intent - Why do we teach Geography?

'Aspire, Achieve, Thrive'

At Colham Manor we strive to provide a 21st century diverse, global curriculum. The geography curriculum aims to encompass 4C's (Communication, Conflict, Conservation, Culture) as outlined in the Learning Means the World curriculum.

We believe that geography, unlike some other subjects, is not learnt in a strictly linear way, so it is not possible to identify a simple progression in Geographical content. Instead, we see geography as an interconnected network of skills and concepts which help pupils develop their geographical thinking, identify relationships, and make connections with increasing fluency in different and more complex situations.

The sequencing of geography in LMTW is planned using the triangulation of three elements:

- the National Curriculum
- the Knowledge Building Pillars and Cognitive Blocks
- the Skills Ladder

The geographical learning within themes is designed to enable pupils to build on and contextualise prior learning using an inter-connected meaningful framework.

Geography is planned for in such a way that each pupils will:

1. Broaden and deepen their knowledge of places
2. Increase their technical geographical vocabulary
3. Develop their understanding of a range of scales (local > national > global)
4. Move from more concrete concepts e.g. beach to more abstract ones e.g. renewable energy
5. See connections between people, places, processes and environments
6. Develop skills in a progressive, incremental way
7. Use these skills appropriately and, eventually, with independence

Themes are worked so that pupils build on prior learning about the UK from Pathfinders in Year 1 and 2, all the way up to Navigators in Years 5 and 6. This helps pupils make geographical connections by looking at similarities and differences between contrasting places, focuses on more advanced vocabulary and provides the opportunity to build on skills learnt previously and extend them further.

In the National curriculum it states:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

(National Curriculum for England: Geography Purpose of Study, 2015)

Our Geography curriculum ensures that we not only meet the expectations of the National Curriculum, but we are not limited by them, therefore providing enhanced learning opportunities so that our pupils REACH for the stars.

2.1 The Geography intent:

Why is Geography important?

Geography helps us to make sense of the world around us , better understand the places we live in, learn about and visit, why they matter, and how they are connected to a globalised world. Through geography, we encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples.

In Geography, we face questions of what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants.

Through the teaching of Geography our school intends to:

1. Develop pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably.
2. Teach pupils to understand 'space' and 'scale', including the layout of places within their own locality, their own country and the wider world and how this can be represented on maps.
3. Help pupils recognise how and why changes to places and the environment happen and affect us, both as a result of natural processes and through human activity.
4. Help pupils recognise and value interdependence through themes such as climate change, food, water and energy.
5. Help them make sense of the world and prepare them to play an active role as informed, responsible citizens.

3. Implementation

Geography is taught through thematic units as set out by Learning Means the World. There will also be 3 stand alone geographical skills units to be spread out through the academic year. The coverage of these ensures that all the requirements of the primary national curriculum are met.

When is Geography taught?

Geography is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the long-term plan (Appendix 2) clearly shows the objectives taught.

How is Geography taught?

Geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

3.1 Planning and Evidencing

Planning will align with the Dimensions: Learning Means the World Scheme of Work. Teachers will use their expertise to personalise plans for their pupils and provide enriching experiences. They will ensure that the needs of all pupils are met and will have continuously high expectations.

Teachers will also utilise a combination of the skills ladders, Components and Composite knowledge documents to ensure that they have a clear understanding of pupils' knowledge and skills and build on prior learning.

Geography can be evidenced in a variety of different ways. This could include, but is not limited to: written work; videos or voice clips, practical experiences, and working wall displays. Any work that is written will be recorded in the purple Learning Means the World exercise books and stamped with the geography stamp. Teachers will provide feedback to the pupils in accordance with the Marking and Feedback policy.

3.2 Resources

There are a wide range of geographical resources available to all classes. These can be accessed in the humanities cupboard. However, teachers need to ensure that they are aware of which area of learning is coming up next and if any perishable resources are needed they need to speak to the subject leader to ensure these can be purchased. It is the responsibility of all staff to ensure that the geography resources are kept in good working order and to notify leaders should anything need to be replaced.

3.3 Inclusion and Equal Opportunities

At Colham Manor we provide a broad and balanced education to all children, regardless of their ability. We ensure that expectations do not limit pupils' achievements. We provide learning opportunities that are personalised to meet the needs of all pupils. Purposeful geographical materials on display in classrooms, such as compass points and maps, along with key vocabulary, will provide support for pupils' learning. The mixed-ability approach in geography encourages teamwork and communication skills and supports children in developing their geographical skills, knowledge, and language. Geography will be taught using a variety of teaching methods, and in a practical way so that all pupils have access to the curriculum.

4. Impact

Geography is currently assessed via teachers monitoring, and pupils are assessed against expected learning and outcomes. These are monitored through end pieces of learning and exit questionnaires to formatively assess children's learning and retention.

4.1 Reporting and assessment

Formative assessment of pupils' knowledge and understanding will occur in each lesson. This will then inform future planning to continue to focus on what pupils' need. These could include, but are not limited to:

- concept cartoons
- questioning
- quizzes
- posters / diagrams
- concept maps

Formative assessment will be used throughout the units to be able make a judgement of the children's understanding of the learning.

Reports to parents on the progress of their pupils are made verbally twice a year, and more explicitly in the written end of year report. Reporting in geography focuses on each pupil's learning and the progress they have made with geographical skills knowledge.

4.2 Monitoring

The learning of Geography will be monitored by the Geography lead. This is to measure the impact of the high quality teaching and learning that is taking place at Colham Manor. This could be measured in the following ways:

- book looks
- learning walks
- pupil voice
- teacher voice

The subject lead will liaise with the leadership team and use this information to plan a programme of CPD and support for teaching and support staff.

5. Health and Safety

The Geography lead will be responsible for supporting teachers to plan essential fieldwork. Fieldwork must be undertaken at least once in each key stage, and the geography lead will support risk assessments for this.

6. Role of the geography leader

The subject leader contributes to an annual action plan for Geography , which is derived from the School's Pursuit for Excellence Plan (SDP). It is regularly reviewed by the geography

lead to ensure targets are being met.

The subject lead supports colleagues and ensures they are informed of developments in the subject providing strategic lead and direction in the school, as well as giving guidance on support on developing the geography curriculum.

7. Links with other policies

This policy links to the following policies and procedures:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Curriculum Policy
- SEND Policy
- Remote learning policy
- Healthy and Safety Policy