TILERY PRIMARY SCHOOL

Inspiration for Aspiration

GEOGRAPHY POLICY

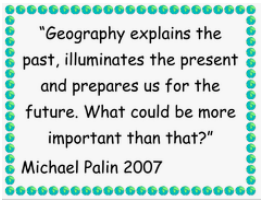
Ratified by Curriculum Committee: 09 November 2023
Shared with Staff: 05 January 2024
Signed by Chair of Governors: 09 November 2023
Review Date: Autumn 2025

What We will Offer

Vision Statement for Geography
Subject Leader – E Carter

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.
Taken from the Geography programmes of study: key stages 1 and 2 National Curriculum in England.

At Tilery Primary School our children need a curriculum that will help develop their curiosity in both their immediate surroundings, places and environments in the wider world and that will promote high aspirations for all. We provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it.
Our purpose is to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time.
Our children deserve to have many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips.
As a developing Eco School, our intent is to seek to nurture knowledge, creativity, kindness, wisdom and many more skills that will allow our children to develop and flourish, as well as helping to provide a better environmental future. What young people learn today will influence how future generations live. Our aim is to empower the children to work towards a more sustainable lifestyle and to help mould them into responsible global citizens. At school, we believe we play a vital role in developing awareness and passion for the importance of our environment.
We teach geography in FS1 and FS2 as an integral part of the topic work covered during the year. The objectives that underpin this learning can be found in the Early Learning Goals (ELG's). Geography makes a significant contribution to the ELG 'Understanding of The World' through activities such as going on walks in the local area, exploring the woodlands and studying various exciting places in the world. The children are also given the chance to discuss their own exciting geography discoveries, whether that be a holiday or somewhere they've seen in a book. Both FS1 and FS2 are included on our progression document to ensure children are constantly building their blocks of knowledge and skills, ready to begin the formal learning of the National Curriculum in Year One.



National Curriculum Aims & Objectives

Key stage 1 Pupils should:

- develop knowledge about the world, the United Kingdom and their locality
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness

Key stage 2 Pupils should:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Concepts & Progression of Knowledge & Skills

Our cross curricular Geography curriculum provides children with opportunities to practise and apply key skills, including across the curriculum. These key skills show progression throughout school, allowing pupils to analyse data, read maps and use technical vocabulary in their verbal and written work. These skills are not just developed year on year, but across the three terms and also across the two geography cycles. A Key Concepts Progression table for Cycle A and B and a Geography Skills Progression Map for Cycle A and B has been produced and is available for all staff to access.

Sequencing i.e. revisiting & making connections to previous learning

At Tilery Primary School we have long term plans for EYFS, KS1 and KS2 and are covering what is in the National Curriculum. We will begin a unit of work by discussing the Key Concepts and making links with previous years, explaining when these key concepts were previously taught. Each lesson begins with Retrieval Practice: the first lesson based on the previous year's teaching and then the following lessons' Retrieval Practice focusing on what has been taught, in that unit of work. Challenge is also given to children by asking open ended questions such as What if? Or What might happen next? Promoting children's learning, in other classrooms, through "showcasing" work, is also important; allowing children to see what is happening in Geography, in younger and older year groups.

Concept Map
FS1 and FS2

Skills	FS1 Autumn	FS2 Autumn	FS1 Spring	FS2 Spring	FS1 Summer	FS2 Summer
Locational Knowledge						
Place Knowledge						
Human and Physical Geography						
Geographical Skills and Fieldwork						
Key Concepts						
Location and Place						
Space						
Sustainability and the Environment						
Change						

KS1

Skills	Cycle A Autumn	Cycle B Autumn	Cycle A Spring	Cycle B Spring	Cycle A Summer	Cycle B Summer
Locational Knowledge						
Place Knowledge						
Human and Physical Geography						
Geographical Skills and Fieldwork						
Key Concepts						
Location and Place						
Space						
Sustainability and the Environment						
Change						

LKS2

Skills	Cycle A Autumn	Cycle B Autumn	Cycle A Spring	Cycle B Spring	Cycle A Summer	Cycle B Summer
Locational Knowledge						
Place Knowledge						
Human and Physical Geography						
Geographical Skills and Fieldwork						
Key Concepts						
Location and Place						
Space						
Sustainability and the Environment						
Change						

UKS2

Skills	Cycle A Autumn	Cycle B Autumn	Cycle A Spring	Cycle B Spring	Cycle A Summer	Cycle B Summer
Locational Knowledge						
Place Knowledge						
Human and Physical Geography						
Geographical Skills and Fieldwork						
Key Concepts						
Location and Place						

Space						
Sustainability and the Environment						
Change						

Cross Curricular Links

Strong links are made between Geography and History, and across the curriculum. An example is in the Y6 History topic, WW2. In Geography, the learning is a local history study looking at maps to find out how land use has changed in local area since WW2.
Reading plays a key role within the development of children's knowledge; settings of fiction texts are explored and discussed and non-fiction texts are used frequently as sources of information to supplement learning.

Inclusion – Curriculum for All

At Tilery Primary School we promote high expectations to all children.
To make Geography lessons inclusive, teachers anticipate what adaptations they need to make for pupils with SEND or for those who are working at greater depth.

SEND

Except in exceptional circumstances, where a child has an EHCP and cannot access the Geography unit of work, expectations are that all children will achieve the same end points. A list of ideas to support children has been given to all staff. Children who cannot access the Geography unit of work will have Geography work that has been adapted to their particular needs. e.g. using a video camera to capture activity on a field trip rather than navigating inaccessible areas. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Mastery

Children working at greater depth will have mastered the learning objective expected for their age and will therefore be able to delve deeper into the concept in more detail. Their achievement will now focus on the depth of understanding of the areas taught and the ability to apply this understanding in a variety of contexts. It is not accessing the next year's curriculum. We use the phrase, 'Teach less, learn more'. It is not simply knowing the answer and memorising facts. Children, working at greater depth will have the opportunity to articulate their learning by explaining how they solved a question or prove how they discovered the information. They will also make links between their knowledge across the curriculum and will apply them to everyday life. For pupils to gain an in-depth knowledge of a concept, teachers will provide them with a range of different styles of questions and scenarios. This not only exposes them to variation, but it also captures their intellectual curiosity and leads to positive attitudes to life-long learning.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography.

SEN

At Tilery Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught, word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject and their basic literacy or numeracy skills should not be a barrier.

How the Curriculum Prepares Children for the Next Stage of their Education

The key knowledge, skills and vocabulary that children acquire and develop throughout each unit of work has been carefully mapped to ensure progression between the year groups throughout the school. This results in the children acquiring the level of skills they need to succeed within the next stage of their education.

How We will Deliver It

Investment in Staff /CPD, Secure Subject Knowledge

Staff are encouraged to inform the Subject Leader if there are any areas that they are required to teach that they are not sure about. The subject leader will also carry out lesson observations and work scrutinies. It is the responsibility of the Subject Leader to support staff and ensure that they have the knowledge and skills required to implement the curriculum. CPD will take many forms including Staff Meetings, discussions, pointing a colleague in the direction of a useful website, team teaching or formal courses. All CPD will be recorded with the impact it has had.

The Learning Environment

All classrooms have a Geography Working Wall. Here a World Map is displayed to develop an awareness of the globe. Also displayed are the key concepts being taught which are referred to at the start of each lesson. We also have carefully chosen vocabulary, which is displayed as it is taught. Globes and atlases are on display for children to use independently. Children's work is displayed and celebrated.

Summary of Expectations

In EYFS, Geography makes a significant contribution to the ELG 'Understanding of The World' through activities such as going on walks in the local area, exploring the woodlands and studying various exciting places in the world. The children are also given the chance to discuss their own exciting geography discoveries, whether that be a holiday or somewhere they've seen in a book.

In KS1, children will develop their knowledge about their locality, the United Kingdom and the World and will understand basic subject-specific vocabulary relating to human and physical geography. They will begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In KS2, children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Quality of Teaching & Pedagogy

High-quality teaching takes place at Tilery Primary School.
Key Geographical Concepts: Location and Place; Space; Change and Sustainability and the Environment are explained and displayed, in the classroom. These are discussed at the beginning of a unit also explaining when they were last taught to enable children to understand their geography learning journey. Retrieval Practice follows, recapping learning from the previous year and previous lessons within the unit. Carefully chosen vocabulary, which progresses across the year groups, is taught in each unit. This is displayed as it is taught. Teachers use questioning, and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers in every lesson. Maps are displayed throughout the school and teachers are encouraged to reference these when appropriate during all lessons to help to develop an awareness of the globe. Learning such as the name and location of continents, countries, capital cities and oceans is revisited frequently, to make learning memorable, relevant and easy to retrieve. We support learning with fieldwork and trips to inspire our children and widen their cultural experiences.

Learning Strategies

Children have ownership of their learning and can enquire freely demonstrating initiative and **resilience**. Teachers use pupils' curiosity to follow a child-led approach. We provide a broad and challenging curriculum where **high expectations** are set for all. Our approach is enquiry-based which encourages curious and inquisitive geographers. Different teaching strategies will take place: think, pair, share, teacher-directed, pupil-directed, whole class, group work, individual work, text centered, discussion based, or resource based. Children may discuss their work, record in books, complete a quiz etc.

Resources

Teachers are also encouraged to use a range of resources such as maps, atlases and globes, videos, photographs, newspaper articles and non-fiction texts during lessons to help create immersive learning experiences.

Formative & Summative Assessment

Through the high-quality teaching of Geography taking place at Tilery, acquisition of knowledge will be measured in a variety of ways: teacher observations, questioning during lesson time, class and group discussions, answers on whiteboards, marking children's work, self and peer assessments and quizzes, interviewing pupils across the school about their learning; work scrutinies and using images/videos of children's practical learning.
Formative assessments are used during the lesson to inform the teacher's decision-making process; notifying them when pupils are ready to take the next steps while also providing the flexibility for teachers to respond to the needs of the individual.
Summative assessments will be used to assess the students learning at the end of a unit against the end points. Examples of summative assessments are tests or quizzes, final projects and presentations.

Assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of every term against the end points outlined on the Geography curriculum map for each year group, alongside the key concepts.

Evidence of Attainment & Progress

Evidence of attainment and progress will be found in photographs, books and displays, through discussions and through end of unit “showcasing” of work.

The Difference it Will Make

How is Impact Measured – Have Pupils Achieved What was Intended?

Class teachers will measure the impact of their teaching through formative and summative assessments against the end points and key concepts taught.
Our children will:

- have a growing knowledge of the world and their place in it;
- have a wider vocabulary of geographical terms;
- aspire to discover more about the world, through reading, travel or the media;
- know that they can use their voice to express themselves and their opinions;
- develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

Monitoring & Evaluation of Standards - Purpose of Data

Subject leaders will monitor and evaluate the standards in their subjects following the school’s monitoring programme. This will include: lesson observations, work scrutinies and listening and recording pupil voice. This will provide the subject leader with the evidence to self-evaluate and make judgements about the quality of the teaching and learning. It will allow the subject leader to identify strengths and areas to improve. This will inform targets on the action plan. The purpose of gathering data is to improve standards, progress and achievement and will provide teachers with aspects to improve their teaching and children’s learning.

Reporting (governors & parents)

The subject leader will report annually to the Governing Body. This report will include: achievements, CPD, quality of teaching and learning, strengths, areas to improve and data. Parents will also receive annual information telling them where their children are working in relation to their age.

Curriculum Enrichment

Learning Outside the Classroom, Experiences & Opportunities

Geography aims to help children make sense of their surroundings and learn about different environments. The school grounds are a great starting place – presenting pupils with a miniature environment they can study and learn from. Getting outside also allows children to experience the UK’s ever-changing weather first hand and observe the seasons and experience nature. Children also engage in field-work where they are learning in the real world and take part in orienteering activities. School supports learning with trips to

inspire our children and widen their cultural experiences. These can be day trips or residential visits. As part of Inspiration for Aspiration, visitors are invited into school to talk to the children, teachers talk to the children and show videos of jobs the children could aspire to have.

Capital Culture

"Cultural knowledge that serves as currency that helps us navigate culture and alter our experiences and the opportunities available to us" Pierre Bourdieu

In some house-holds, cultural capital experiences and knowledge happens naturally e.g. watching an orchestra, visiting a castle, learning about Shakespeare, taking part in debates. It is up to schools to try to provide as many situations as possible for children to experience the opportunities available to them. We believe all children have the right to a full breadth of experiences. These are some of the activities that we arrange for the pupils at Tilery Primary School: Remembrance Day assembly, local history study, Eco club with Eco Warriors, wide range of trips e.g. museums, the beach, residential trips, fundraising activities – some led by the pupils, conservation and community links – litter picks.

Community Links

Eco-Warriors are to meet with their year groups to decide what activities they could take part in as a class to bring sustainability to the local community. For example, litter picks, making bird feeders to hang outside of the school, selling vegetables and flowers grown at school. They will also send out a monthly newsletter informing parents and carers of local initiatives to promote sustainability, in the local area.

Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

- The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Role of the Subject Leader

The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;
- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;
- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Role of the Class Teacher

Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.