



**Richard de Clare
Community Academy**

Geography Policy

Reviewed:	Summer 2020
Next review date:	Summer 2023

Richard de Clare Community Academy

Geography Policy 2020

National Curriculum

“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 2014

Curriculum Intent

The Essentials Curriculum for Geography by Chris Quigley has been used and considered together with a thematic approach to the teaching and learning of all subjects across the school to allow progression throughout the year groups. Each of the themes has been carefully chosen for each year group with Geography links that are exciting, meaningful and relevant to the children. We want the subject to be fun, creative and interactive.

The **intent** is for our geography teaching to equip our children with not only the minimum statutory requirements of the geography National Curriculum, but to prepare them for the opportunities, responsibilities and experiences of later life in an ever changing world. We ensure that 'Geography Skills and Field Work' is built-on and developed throughout children’s time at our school so that they can apply their knowledge of geography when exploring the outdoors, building arguments and explaining processes confidently. We want children to leave Richard de Clare continuing to ask questions and be curious about our world.

Our aim is to ensure that all children develop the 'Essential Characteristics' of Geography:

- *An excellent knowledge of where places are and what they are like.*
- *An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.*
- *An extensive base of geographical knowledge and vocabulary.*
- *Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.*
- *The ability to reach clear conclusions and develop a reasoned argument to explain findings.*
- *Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.*
- *Highly developed and frequently utilised fieldwork and other geographical skills and techniques.*
- *A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.*

- *The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.*

Chris Quigley Education Ltd.

Planning

The Geography curriculum map shows the progression of skills in geography across the year groups and how these fit into each of the themes. Staff have developed year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. Planning includes meaningful links across subjects where appropriate. Prior knowledge and new learning are linked to deepen children's understanding and to ensure new concepts and skills are committed to their long term memory.

Early Years Foundation Stage

Appropriate EYFS statements are taken from the Early Learning Goals (ELG) and are identified in the curriculum map. Short term planning identifies taught sessions, focussed activities and provision in the environment for the goals identified. These planned opportunities encourage the children to show curiosity and interest by exploring their surroundings and investigating places by identifying key features and stating their likes and dislikes. Details and guidance can be found in the EYFS policy.

Key Stages 1 and 2

After consulting the long term plans, staff create geography unit medium term plans, making strong, meaningful cross-curricular links to the theme where possible. These are designed so knowledge is acquired, developed and built on systematically. The curriculum map enables teachers to see where the year groups' learning was focused last year and where it is heading. Children should have planned opportunities to allow them to meet each of the milestones.

Curriculum Implementation

Teaching

Early Years Foundation Stage

The majority of geography learning comes under Understanding the World in the EYFS. In Nursery, children will develop their geographical understanding linked to three different themes across the school year. In Year R, children will explore a new theme each half term.

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor. Focussed activities are planned to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned weekly.

Key Stage 1 & 2

In Key Stage 1 and 2, geography is taught through a theme-based approach with a new theme each half term with the exception of Year 6 where there are only three themes. A thematic approach allows learners to gain a deeper understanding of a topic, making as many meaningful cross-curricular links as possible. This ensures that children are immersed in the

topic and specialist vocabulary, developing their enquiry skills and making learning purposeful and relevant to them.

Geography is taught when meaningful links can be made to a theme, so this may not be every week or every half term. The progression map shows this and there are still planned opportunities to ensure that children meet the milestones.

In Key Stage 1, learning about geography is through practical first-hand experiences wherever possible, and with the use of secondary sources, such as books, atlases, globes, photographs and videos.

In Key Stage 2, as much as possible teaching is through hands-on, outdoor experiences and begins to use a wider range of secondary sources, such as diagrams and graphs. Children have increasing opportunities to collect and interpret geographical data. As children progress through the Key Stage, they should encounter more abstract phenomena and begin to recognise how this helps them to understand how the world around them works. This widening knowledge also gives the children a foundation to make more sustainable choices. Teaching encourages children to be enthusiastic and excited about their new geography learning.

Equal Opportunities

At Richard de Clare, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how further challenge can be provided for and demonstrated by children who require it.

The Environment

Classroom displays should serve as a celebration of children's work, as well as an invaluable teaching aid and resource for encouraging independent learners. Displays feature and explain specialist vocabulary for each unit of work.

Roles and Responsibilities

Class teacher

The class teacher will be responsible for planning lessons linked to the documents mentioned in this policy. They will need to take into account the children in their class and plan accordingly to meet the needs of those children. The teacher may seek advice from the SENCo regarding children where necessary, particularly when considering the needs of children for field work or other activities outside of school.

Subject leader

The Humanities lead will manage the development of the subject together with the support of the Humanities team.

They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of curriculum maps as and when necessary.
- Identifying training needs of staff through monitoring.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Curriculum Impact

Our geography curriculum is meaningful and progressive.

By the end of EYFS we expect most children to achieve the Understanding the World goals. In key stage one and two, we expect children to meet the milestones relevant to their key stage.

Assessment

Throughout the school, teachers will assess children's work formatively in geography, through observations, questioning and marking. These assessments inform the teacher's planning for future lessons, to ensure progression of all children. At the end of a unit of work, teachers assess whether children are working at, above or below the expected level for their age, based on their understanding and application of the content of the National Curriculum 2014 and the Essentials Curriculum Milestones. Each child's progress and attainment is tracked through Target Tracker. Progress and attainment is reported to parents through parents' evenings, and through end of year reports to parents.

Monitoring and Review

Monitoring of the standard of children's work and of the quality of teaching in geography is the responsibility of the Senior Leadership Team and geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The head of school allocates leadership time to the geography subject leader so that they can review samples of children's work and undertake lesson observations of geography teaching across the school. The subject leader keeps a comprehensive portfolio of samples of pupils' work which demonstrate typical provision on each of the subject specific strands.

Review date: Summer Term 2023