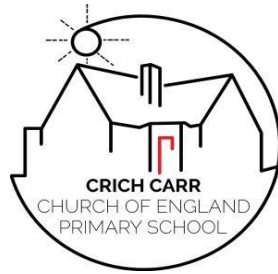


Crich Carr Church of England Primary School



GEOGRAPHY

SUBJECT Policy (V1)

January 2024

What is Geography?

Geography is the study of people and places and how those places are affected by the people who live in them. Geography studies the physical features of the earth, and human activity, which both affects these physical features and is affected by them.

SECTION 1 - INTENT:

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

The national curriculum for geography aims to ensure that all pupils:

- ♣ 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
- ♣ are 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.

At Crich Carr we aim to instil children with a curiosity about the world and the people in it; a good understanding of the impact of human life on the world and how we can look after it; and the geographical enquiry skills needed to foster a curiosity about other aspects of the world. We want to ensure that children leave Crich Carr with the ability to use and interpret maps, being able to recognise some famous global landmarks and with a sound and broad geographical knowledge of the world – including naming, oceans, continents, countries, mountains and rivers.

Intent

Geography is a valued part of the curriculum at Crich Carr CofE Primary School. 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We encourage children to learn by experience and we value fieldwork as an integral part of the geography curriculum.

We aspire

- **to enable children to understand how places and the people that inhabit them have changed over time and how that has affected and now affects their lives.**
- **to educate children to understand that the world is precious and that we need to protect it.**
- **to help children understand what they can do in order to protect nature and the environment.**
- to foster in children an interest in people and places that enables them to enjoy all that geography has to offer.
- to give the children confidence to enjoy geographical enquiry, form questions, give their reasons and results of main events and changes.
- to give children practical skills that they can use to carry out fieldwork and gather data to answer geographical questions.
- to give children knowledge an understanding of geography in the wider world and understand our place in the wider world.

Implementation

The approach to teaching at Crich Carr CofE Primary School in EYFS, KS1 & KS2 will be to integrate it strongly into classroom projects. The Geography curriculum will offer a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learners:

- **Individual/group/class projects**
- **Classroom displays**
- **Role play, stories and drama**

- Artwork/model making/craftwork
- Map work
- Use of photos, artefacts and other resources
- Fieldwork
- Site and educational visits
- Problem solving/debates/reconstructions
- ICT

Curriculum

- All teachers plan from Curriculum progression statements, which addresses the requirements of the 2014 National Curriculum. Our Curriculum has a skills progression for geography which covers geographical skills and fieldwork, location knowledge, human and physical geography and place knowledge.
- All strands and objectives should be covered to ensure that children receive a broad and balanced education.
- Our approach to teaching geography promotes the learning of key knowledge which is then used as a foundation to develop geographical skills through an investigative approach where children consider key questions and use high-quality resources to develop answers.
- Pupils are encouraged to make rich connections across ideas to develop deep interconnected understanding and consider deep philosophical questions. Children should make comparisons between different places, places at different times and link to how geography impacts our lives in the present day.

Planning and Assessment

- Teachers should prepare medium term plans which outline how the objectives in our curriculum will be taught throughout the unit. Planning should also ensure that the intent is implemented and that how this can be achieved is clearly articulated.
- Lesson objectives are matched to our curriculum.
- Children should undertake a pre-assessment task which allows the teacher to evaluate their existing skills and knowledge in relation to the unit they are studying. The pre-assessment guides planning for the unit which should aim to ensure that each child makes good progress from their own individual starting points. The pre-assessment should cover both knowledge and skills. A similar post-assessment activity is then undertaken to evaluate progress from the start of the unit to the end.
- Opportunities for reflection and self and peer-assessment should be incorporated frequently into lessons. Children should consider what they did well and how to improve. Children are expected to perform to the best of their ability.
- Teachers need to know each day who has understood and mastered the work set and who requires additional support to keep up.
- Work should be marked in accordance with the marking code.

Teaching and Learning

- Each individual lesson should be planned to ensure that all children, no matter what their ability, are challenged based on what their starting point was. There should be clear progress for all as evidenced through work in books and pupil voice

with planning amended to reflect the outcomes of pre-assessment and ensure that progress is made from individual starting points.

- Work in books should reflect good progress and attainment throughout the topic. Following on from the pre-assessment, there should be clear evidence of the children being taught the skills and knowledge that would demonstrate good progress and attainment in that particular unit.
- Teachers should select high-quality sources to ensure that the curriculum objectives and INTENT are met. To develop geographical skills teachers should use sources including: a wide range of maps including topographical, political and OS maps; a wide range of factual data including census data, climate data, population data, workforce data; sources which allow children to understand what life is like in a particular place such as videos, photos, NearPod, Google Earth, TV programmes; and written sources both primary and secondary.
- Resources should be high quality and reflect the high expectations we have of the children's work. Resources should be tailored to the topic and to the existing abilities of the children. The resources used should scaffold progression in teaching and learning, eg there should be a clear progression in map work from the youngest children to the oldest with the youngest using simple maps and this learning being extended through to the use of a wide range of topographical and political maps with keys and ordinance survey maps with our older children. -
- Children should undertake visits and conduct fieldwork in order to deepen children's understanding and to bring the subject to life. These should include local trips and trips to places of geographical interest. Map work should include numerous opportunities to practice skills outside of the school premises and fieldwork trips should be used to gather first-hand data to support learning.
- Geographical vocabulary should form part of every lesson and it should be used in the correct way in order to develop children's knowledge. Vocabulary for each lesson should be displayed on the board, teaching staff should model correct use of vocabulary throughout and encourage children to use the correct vocabulary.
- Quizzes and other recall activities are used frequently to aid retention of key facts, not only of knowledge learnt in this year or in this topic, but also of knowledge learnt in previous years.
- All adults working with the children should be used effectively in order to develop the children's knowledge and they should be aware of the focus children for the class where appropriate.

Impact

- There should be clear evidence of progress in knowledge and skills from the pre- to post-assessment task. This improvement should also be evidenced during monitoring activities, no matter when these activities are carried out, be it weeks, months or years after the teaching of the unit.
- At the end of the unit teachers will record who is at the expected level, above the expected level or below the expected level for both skills and knowledge. This should be recorded on the internal tracking system.
- The Geography co-ordinator will carry out monitoring activities throughout the year to ensure that the curriculum is adequately covered and is progressive, that teaching and learning is of a high standard throughout school and that the progress and

attainment of children in this subject is good. This will feed into a written evaluation of the subject which outlines strengths, areas for development and priorities. This document should be updated to reflect the outcome of all monitoring activities.

Evaluation will focus upon:

- **Organization and teaching methods – with reference to teaching, resources and assessment for learning**
- **Planning and work evaluation**
- **Classroom environment**
- **Pupil interviews**
- **Pupils' attainment and progress.**

Evaluation methods will include:

- **Assessing children's work and achievements;**
- **Reviewing coverage at the end of a topic.**
- **Staff discussion;**
- **Classroom observation/environment and support by the Geography co-ordinator;**
- **External inspection and advice.**

SCHOOL AND CLASS ORGANISATION

Planning

The National Curriculum (2014) and OUR Curriculum are used to:

- **set clear achievable goals**
- **ensure that work is matched to pupil's abilities, experience and interests**
- **ensure progression, continuity and subject coverage throughout the school**

Geography planning takes the form of:

- **Long term (two or three-year cycles)**
- **Medium term (half-termly) OR termly**

How we cater for pupils who are more able

Where possible more-able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth of study. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may follow an individualised programme with more challenging problems to tackle.

Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their Geography lessons. All children benefit from participating and watching and listening to other children demonstrating and explaining their ideas. However, a pupil whose difficulties are severe or complex may need to be supported with an individualized programme in the main part of the lesson.

Equal opportunities

All pupils will have equal opportunity to reach their full potential across the Geography Curriculum regardless of their race, gender, cultural background, ability or of any physical or sensory disability.

Resources

School has a supply of appropriate primary and secondary resources for the teaching of each topic which are stored in the resource room. If you wish to purchase additional resources for the teaching of a topic please discuss with the subject leader and headteacher. Physical resources are kept in separate labelled boxes in the resources room. All staff have access to these and it is the responsibility of all staff to ensure that resources are returned to the resources room in a fit state. Our co-ordinator is available to offer support to any staff that require it and to also order resources as and when needed.

Online resources include:

Oddizzi [Oddizzi Geography resource for primary schools](#)

Geographical Association [Geographical Association - For Geography Teachers](#)

Homework

Homework is set in line with the school's homework policy.

The Role of the Geography Leader

The role of the subject leader is more fully described in the relevant job description and is monitored by the Head Teacher.