



Subject Policy

Geography

Reviewed by: Matt Hawley

Date: September 2020

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INTENT: At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our geography curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our geography curriculum, we aim for children to:

- Stimulate their interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places;
- Increase their knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Develop a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- Make sense of their own surroundings through learning about their own locality and the interaction between people and the environment;
- Develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Our geography curriculum has been tailored to our school's individual context. For example, children learn about both the physical and human geography of their immediate vicinity (Debden and surrounding villages), East Anglia and beyond. They also learn about local biomes, geographical features (e.g. rivers, topography, etc.) flora and fauna.

The following concepts run through the curriculum – **locational knowledge, place knowledge, human and physical geography and geographical skills**. By ensuring that the development of these concepts are covered within each unit, we are able to ensure that children are able to develop and broaden their geographical knowledge and skills throughout their time at our school.

IMPLEMENTATION:

Geography is generally taught in 'blocks' over the course of a half term - usually alternating with History, with topics/ concepts often being strongly linked – e.g. a study of world war in history may be taught alongside 'human and physical disasters' in geography). We believe that this allows for greater depth of study, and increased opportunities to build schemata.

As a base for teachers planning, the Hamilton schemes of work and lesson plans are used to underpin unit structure, curriculum structure, however staff have the flexibility to adjust these schemes in order to best meet the interests and needs of their class. Cross-curricular links, in addition to the rich diet of texts that children are exposed to throughout the curriculum, ensure that children's knowledge of geography concepts is enhanced.

Knowledge organisers are provided to KS2 children and their families at the start of each history unit, outlining the key knowledge that the children will be learning about throughout their study. Teachers use these organisers as an integral part of their planning, whilst simultaneously aiming to develop children's skills in accordance with our geography skills map. The dispersal of knowledge organisers also allow families to support children's learning from home throughout the teaching of geography units.

Across all units of study, children develop knowledge and skills in 4 key areas (locational knowledge, place knowledge, human and physical geography and geographical skills).

IMPACT:

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Teachers complete whole-class feedback forms at least twice throughout each geography unit, providing clear and concise feedback to children with regards to areas of strength and development. They use this information to address misconceptions and inform future teaching activities/ sequences.

Some form of independent, extended piece of work is completed by children at the end of each unit (ordinarily an extended piece of writing, a presentation, or a test) in order for children to demonstrate their understanding of the knowledge and skills developed throughout each unit. This summative attainment is tracked using Insight – our internal tracking system, to monitor children's geography development throughout the school. Children themselves also record what they have learned comparative to their starting points at the end of every topic.

At the end of each term, the Headteacher/ subject leader meets with selected groups of children from each class to ascertain the geography knowledge that they have developed over the course of the term.