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Establishment Number: 3821

Local Authority Code: 895
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

Federation Curriculum Policy

Geography

Reviewed: October 2022

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: October 2024

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Statement of Intent, Implementation and Impact

Our broad and balanced curriculum is bespoke to our pupils and to the community in which they live. Using a sequential approach to learning, children build on previous geographical, knowledge and skills.

Recognising the importance of enriching our pupils' vocabulary, pupils are introduced to topic specific language, given opportunities to use this new geographical language and recap it in future lessons.

Our teaching equips pupils with knowledge about the world around them and prepares them for the next stage of their education.

Through a variety of teaching styles, children find out about diverse places, people, resources and natural and human environments, and develop a deep understanding of the Earth's key physical and human processes.

Through the teaching of geography, **the Cheshire Federation** aims to:

- Inspire pupils' curiosity and interest in the world around them
- Develop use and understanding of topic-specific vocabulary
- Understand the definitions of specific geographical terms and confidently incorporate them in class discussions and in written work
- Learn about geographical and cultural similarities and differences throughout the world, nurturing an appreciation of the diverse society in which we live
- Help children to confidently identify the location of the world's continents, countries, cities, seas and share knowledge about these
- Give children the knowledge to talk about their own locality and explain how human and physical geographical features impact where they live
- Develop skills in interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Help children understand how the human and physical features of a place shapes its location and can change over time

Our **curriculum plans in geography are clear on what end points the pupils are working towards** and what pupils will need to be able to know and do at those end points.

The geography curriculum is **planned and sequenced** so that new knowledge and skills build on what has been taught before, and towards defined end points.

The geography curriculum **reflects the school's local context** by addressing typical gaps in pupils' knowledge and skills.

The geography curriculum is **broad and creatively linked to other subjects, with an emphasis on English skills**.

Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum as all pupils.

Teachers have **expert knowledge** of geography and, where they do not, they are supported to address any gaps so that pupils are not disadvantaged.

Teachers enable pupils to understand and embed in long term memory, **key concepts** in geography, presenting information clearly and promoting appropriate discussion. Teachers check pupils' **understanding** effectively, identifying and correcting misunderstandings.

Teachers use **assessment** effectively to check pupils' understanding in order to inform their teaching and further planning; this helps pupils to **embed and connect** knowledge fluently and to further develop their learning and skills.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: geography programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and Responsibilities

2.1. The **geography coordinator** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **geography coordinator** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **geography coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Early Years Provision

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2. Provision for early years pupils focusses on Understanding of the World and is delivered through a cross curricular approach.
- 3.3. In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

4. The National Curriculum

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

KS1 Objectives

4.2. Locational knowledge:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the countries which make up the United Kingdom (UK).

4.3. Place knowledge:

- Understand the geographical similarities and differences of areas of the UK and of a small area in a contrasting non-European country.

4.4. Human and physical geography:

- Identify seasonal and daily weather patterns in the UK.
- Locate hot and cold areas of the world in relation to the equator.
- Use basic geographical vocabulary to refer to key physical features, as well as human features, including buildings, vegetation and seasons.

4.5. Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the UK and any other countries studied and digital computer mapping.
- Use simple compass directions, locational terminology and directional language to describe the location of features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map and construct basic symbols in a key.
- Use observational skills to study the geography of the school and identify the key human and physical features of the surrounding environment.

KS2 Objectives

4.6. Locational knowledge:

- Use maps, atlases, globes and digital/computer mapping to locate countries around the world, concentrating on Europe's and North and South America's environmental regions, major cities and key characteristics.
- Identify counties and cities of the UK, geographical regions and their identifying characteristics, key topographical features and land-use patterns.
- Understand the location and significance of the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemisphere, the Arctic and Antarctic Circle, the Greenwich Meridian and other time zones.

4.7. Place knowledge:

- Identify geographical similarities and differences through the study of human and physical geography of one region in the UK, Europe and North or South America.

4.8. Human and physical geography:

- Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle, types of settlement and land use, economic activity and the distribution of natural resources.

4.9. Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Use the 8 points of a compass and four- and six-figure grid references and symbols to build knowledge.
- Use a range of methods, including sketch maps, plans and graphs, and digital technologies, to record the human and physical features in the local area.

5. Cross-curricular links

5.1. Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

5.2. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.
- The children need to know, use and articulate geographical vocabulary, speaking like an expert enhancing their oracy skills.

5.3. Maths

- Pupils use their knowledge and understanding of measurement and data handling.

- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

5.4. Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

5.5. Computing

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate e.g. using google earth and research information.
- ICT will be used to record findings, using text, data and tables.

5.6. Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

6. Teaching and Learning (Pedagogy)

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.
- 6.3. Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
 - Questioning, predicting and interpreting
 - Pattern seeking
 - Practical experiences
 - Collaborative work
 - Role-play and discussions
 - Problem-solving activities
 - Classifying and grouping
 - Researching using secondary sources
- 6.4. Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

- 6.5. The classroom teacher, in collaboration with the **geography coordinator**, will ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity according to the ability of pupils.
 - Setting tasks of varying difficulty depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- 6.7. Each year group will have the opportunity to undertake an external educational visit, which is geography based.

6.8. Feedback

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- encourage children to take responsibility for improving their own learning by self assessment and peer assessment
- ultimately be seen by pupils as a positive approach to improving their learning

7. Planning

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout the school, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning overviews are used to outline the units to be taught within each year group.
- 7.6. Medium-term planning is used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Medium-term plans will be shared with the **geography coordinator** to ensure there is progression between years.
- 7.9. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8. Assessment and Reporting

8.1. Pupils will be assessed, and their progression recorded, in line with the school's **Assessment Policy**. Assessing children's learning in Geography enables teachers to identify pupil's retention of knowledge, misconceptions and next steps.

8.2. **Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority.**

8.3. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

8.4. In terms of summative assessments, the results of end-topic/unit assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

8.5. Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on the pupil's attainment, progress and attitude towards geography.

8.6. Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.

8.7. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

9. Resources

9.1 There is a range of resources to support the teaching of geography across the school including a range of practical equipment such as thermometers and compasses, in addition to a wide range of text.

9.2 Teachers have access to the library service and can order a wide range of books and resources for each area of learning.

9.3 Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

10. Equal Opportunities & Inclusion

10.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking

account of pupils' varied life experiences and needs.

- 10.2 Our curriculum is broad and balanced and we have high expectations of all children.
- 10.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.
- 10.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.
- 10.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:
 - girls and boys;
 - minority ethnic and faith groups;
 - children for whom English is an additional language;
 - children with special educational needs and disabilities.

11. Staff Development

- 11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.
- 11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.
- 11.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.
- 11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.
- 11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.
- 11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

12. Monitoring and Review

- 12.1. This policy will be reviewed on an **annual** basis by the **geography coordinator**.
- 12.2. The **geography coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 12.3. Any changes made to this policy will be communicated to all teaching staff.
- 12.4. The next scheduled review date of this policy is **October 2024**.

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy