

Geography Policy
July 2022 update

National Curriculum Purpose and Aims:

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.

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.

Intent	At Abbey Meads, we aim to provide a high-quality geography education that will inspire in our pupils a curiosity and fascination about the world and its people. Our curriculum plans opportunities for children to develop their knowledge about diverse places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We want geography to provide a way of looking at and understanding our world by focusing on what places and the environment are like, why they are important to us, how they are changing and how they might develop in the future. Through geography, we teach our children to understand the complexity of our world, appreciate the diversity of its cultures and their responsibilities to care for our environment. The local area is a central part of our geography curriculum. We use outdoor learning to explore the local environment and use a range of fieldwork exercises to help the children develop their physical and human geographical skills and their understanding of their environment.
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Implementation	Scheme of work
	<p>The school has a progression of skills, taken from the National Curriculum. This ensures there is progression across the school in the key areas of location knowledge, place knowledge, physical and human geography and geographical skills and fieldwork. The progression also plans out an ongoing local area enquiry for each year group to provide a starting point for their knowledge of the local area and their fieldwork skills. Alongside this, local field trips are planned in years 2, 3, 4 and 6 to further develop their knowledge of Swindon and the surrounding area. These trips support the children's knowledge of Silbury, Kennet, Avebury and Ridgeway - our school houses. This is broken down into year group units and these break the skills down, from the progression of skills document, into a unit document. Titles of units and skills are set by the scheme, however, teachers can decide on the focus of the lessons within a unit. The year group unit sheets detail the vocabulary which will be taught within each unit.</p> <p>We implement a curriculum that is progressive, building on previous learnt skills. The children start with learning about their own locality and where they live before moving onto learning about the UK, Europe and finally countries across the world drawing comparisons between them.</p>
	Planning
	<p>Yearly overviews show which units will be taught in which terms and teachers break these units down into lessons on medium term plans. The medium term plan is guided by the year group unit document, where the skills from the progression of skills have been broken down into lesson objectives. Key knowledge and vocabulary is planned into the unit and regularly revisited across the lessons. The long term plans also highlight the terms in which the fieldwork enquiries will take place.</p> <p>Medium term plans highlight how individuals/groups will be supported to ensure all children can access the geography curriculum.</p> <p>Planning clearly identifies opportunities for children to communicate their geographical knowledge and understanding with at least one extended opportunity in each unit.</p> <p>Each year group will build on previous knowledge through exciting topic based learning, resulting in a secure understanding of key facts about our planet and their local surroundings. As they progress, they will begin to develop a deeper understanding of such areas as human impact. why differences exist both physically and socially and how they might continue to change.</p>
	Teaching
<p>Units start with setting the geographical skills and knowledge in the context of the children's previous learning. Children in the Foundation Stage start with learning about the school and its immediate location - the curriculum uses this as a starting point to learn and compare about places in Swindon, the UK, Europe and the wider world as they move through the school.</p> <p>The local area is central to our geography curriculum and used as a starting point for many fieldwork and comparison activities. Fieldwork is important in the development of the skills of observation, measuring, recording, interpreting and communicating. It provides first-hand experience</p> <p>Geography lessons are taught in whole classes and form the basis of many topics. The subject may be taught in every term or in blocked units. Geography is taught in specific lessons, but is also developed through cross-curricular links, e.g. as part of a reading session or through other means, e.g. drama and discussion.</p> <p>A geography lesson will involve the children investigating and using a range of resources and communicating their understanding in a variety of ways, e.g. map work, discussion, newspaper report. Children are encouraged to ask perceptive questions, think critically and weigh evidence.</p> <p>All year groups use visits in the local area to develop knowledge of the area and fieldwork skills. Some topics provide geographical experiences further afield, e.g. during Year 6 a residential visit to the Isle of Wight allows the children the opportunity to explore the process of coastal erosion and Year 3 carry out a river survey in the Kennet.</p>	

	<p>Assessment</p> <p>Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary.</p> <p>During lessons, teachers use questioning to guide lessons, support and challenge. Within units of work, teachers use informal quizzes to monitor what the children have learnt and remembered from that unit.</p> <p>At the end of a unit, double page spreads provide the children with the opportunity to show what they know and have remembered and these support summative assessments.</p>
	<p>Cross curricular</p> <p>Geography units are often central to a topic and, as a result, links are made to English lessons (reading and writing). Planning ensures that children use their English skills to communicate their learning in different ways. In many units children will use their computing skills to use websites and search engines to find specific information and to investigate online maps.</p>
	<p>Home - School learning</p> <p>All parents are informed of the geography units that are being covered in the term on the termly topic web and letter. Geography learning is often shared with parents as part of class assemblies.</p>
	<p>Monitoring</p> <p>The subject leader monitors the subject across the school. They follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in geography.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>The subject leader looks at the class assessment documents at the end of the year to put this information together with the information from the subject monitoring during the year.</p>
Impact	<p>Pupil/Parent/Staff voice</p> <p>Children talk enthusiastically and knowledgeably about different places, people and processes in the world and about their learning. They can ask and answer questions and communicate their understanding in a variety of ways.</p> <p>Children talk about visits and what they have learned in their local area.</p> <p>Parents actively engage in family learning events and enjoy being able to work with their children on homework projects.</p> <p>Staff understand the progression of skills and feel well equipped to use this in their geography lessons. They know what the children have already learned about and build on this knowledge carefully. Staff use the subject coordinator to support them with planning units of geography to ensure they are of the highest quality.</p>
	<p>Data</p> <p>End of unit assessments show that children are working at the appropriate standard within geography. These assessments also highlight children working above the expected standard. Learning walks and book looks support these assessments to build an accurate picture of the level of geography teaching and learning across the school.</p>
	<p>Book looks</p> <p>Book looks show a high standard of geography and a broad and balanced curriculum. Children take pride in their work and talk confidently about it.</p> <p>Book looks show that children communicate their geographical knowledge and skills in a variety of ways, including written pieces.</p>
	<p>Planning audits</p> <p>All planning meets the requirements of the NC within a topic based approach. Planning shows appropriate coverage of knowledge and skills, following the school progression of skills document.</p>
	<p>Learning walks</p> <p>Children are engaged in their learning and show enthusiasm for geography. Lessons show they are part of a build-up of skills and fit into the school's progression of skills document.</p>