

## **Geography Policy**

### **Our Curriculum Intent**

Kind – kindness and compassion for their fellow human beings enable them to live and grow in a safe and compassionate world. A world in which we all wish to live and grow!

Brave – young people who are eager and confident to acquire the skills and knowledge they need to succeed and compete in the world in which they live and grow.

Curious - They are explorers who are curious and proactive, always seeking out answers to new questions and ideas, which helps our pupils to grow as independent learners who want to find out more and understand key concepts in greater depth.

### **Statement of Intent for Geography at Spring Meadow:**

For each child to explore and investigate the environment, and appreciate how the world around us impacts how we live.

### **Our Big Ideas for Geography:**

Understanding and defining, comparing, map skills, vocabulary and forces.

At Spring Meadow, our Geography curriculum aims to develop each child's thinking skills with a focus on our Big Ideas (see attached Progression Skills Map). Children will develop these skills, building on from their previous knowledge and experiences. Our Geography Progression Skills Map clearly tracks how and when these skills will be introduced and developed, in order to ensure a smooth progression is achieved, and that there is no overlapping between Key stages and Year groups. The Geography Coordinators of Spring Meadow and St. Mary's have also liaised to make sure that this progression flows between the Infant and Junior Schools. The Programmes of Study at each school compliment each other without duplicating the subject matter. In line with the Department of Education's Geography Programmes of Study for Key Stage One and Two (Sept 2013), children will learn about:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork.

### **Curriculum organisation:**

EYFS will focus on Geography as part of *Understanding the World: the World* supported by the skills outlined in the Development Matters Document. It will focus mainly on the geography of school and the surrounding environment, based on the children's first-hand experiences. This will be covered in a cross curricular way with topics such as *Out and About* and *the Island*.

Year 1 and Year 2 will have topic based Geography sessions, and wherever possible, Geography will be used across the curriculum, forming the basis of English sessions when appropriate. Children will be asked to compare contrasting environments, and to distinguish between Human and Physical features, extending to children finding their own information through developing research skills. Children will be expected to interpret geographical information from a map, and create their own maps using simple symbols.

## **Equal Opportunities**

The Geography curriculum will be made available to all children via differentiation and appropriate resources being provided to suit the needs of all pupils. All children will have multiple opportunities to take part in extra curricular trips and workshops, such as field trips to various sites in Ely and Topic themed “Wow!” days.

## **Health and Safety**

All extra curricular activities will have appropriate Risk Assessments completed before they are undertaken.

## **Assessment, Recording and Reporting**

Teachers plan learning using the skills outlined on the curriculum skills maps.

Teachers use formative assessment to judge if a skill has been learnt, recognising that one-off activities do not secure long term learning. Teachers provide opportunities for children to revisit areas of learning to enable a child to refresh and recall facts that can then be built on over time. This is called interleaving and requires a careful approach to planning and revisiting skills. The geography skills map sets out a developmental continuum of skills for children from the age of 3 to 7 with greater depth opportunities for children to experience. This approach allows for the interleaving required to secure good learning.

Teachers will summarise acquired skills and knowledge at the end of each term. Summaries will also be made on a weekly basis to support the decision making process for next steps teaching and learning opportunities.

An annual report will be produced at the end of the academic year identifying the standard achieved and the child’s enthusiasm for the subject.

## **Resources**

Relevant resources will be stored within the appropriate year groups. Additional Guided Reading books enhance the cross curricular provision within the school. Children will access all topic reading books on a daily basis to enhance their knowledge and understanding of the subject and provide important exposure to key vocabulary and interleaving opportunities.

## **Professional Development**

Matters arising from continual professional development from the Geography coordinator or Leadership team will be passed on to staff via email, staff briefing/ training sessions, or within INSET as is most appropriate.

Hilary Young: Geography Leader August 2019