



Geography Subject Policy
Subject Leader: Ben Skelton
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Aims and Objectives

*“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 framework and approaches that explain how the Earth’s features at different scales are **shaped, interconnected** and **change over time**.” National Curriculum 2014*

Curriculum Vision: Our vision at Epsom Primary School is to equip all children with the skills, opportunities and rich experiences that will help them to choose and navigate their own future pathway whilst creating ambitious, lifelong learners.

Geography develops pupils’ understanding of the world in which they live through the study of place, space and environment.

Whilst Geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through rich, first-hand practical experience, particularly through school trips and fieldwork activities in the school grounds and local area.

By the end of their learning at Epsom Primary School, we aim to:

- Increase pupils’ awareness, knowledge and understanding of other cultures.
- Develop pupils’ graphic skills, including how to use, draw and interpret maps (including digital mapping in Key Stage Two).
- Make pupils aware of environmental problems at a local, regional and global level.
- Develop pupils’ knowledge of the world they live in and to name and locate continents, countries and oceans.
- Develop a variety of skills, including those in relation to problem-solving and presenting conclusions in the most appropriate way.

- Stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes, which shape places.
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Learn from first-hand experiences by conducting fieldwork either in the school grounds, local area or further afield using a range of resources and equipment

Teaching and Learning

At Epsom Primary School, we use a variety of teaching and learning styles in Geography lessons. Our principal aim is to develop the children's knowledge, skills, vocabulary and understanding in Geography. We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle resources and equipment and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps (including digital maps), graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in Geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical fieldwork activities by exploring the school grounds, the local area or by visiting relevant sites and carrying out fieldwork using a range of resources and equipment.

Teachers plan using the Curriculum Overview for the year and the knowledge and skills progression document. The Knowledge, Skills and Vocabulary document is used to plan and assess the children's understanding and is reviewed each year from feedback with the class teachers. Class teachers responsible for implementing this within their classes. The subject leader is responsible for ensuring the document shows progression and meets the needs of the children in liaison with Curriculum Lead. Trips and Rich Experiences are utilised where possible to increase Cultural Capital for the children at Epsom Primary School e.g. Year 6 pupils go on a local area walk to map known bomb sites from The Second World War using digital mapping techniques.

Planning is recorded on the IWB, which includes learning intention, success criteria, key vocabulary, whole class teaching strategies and differentiated learning challenges.

Vocabulary

Vocabulary in Geography is taught using strategies from the Word Aware scheme of Learning. Key topic words have been selected and are taught under the headings of Anchor (basic words that children have encountered before), Goldilocks words (words that are 'just right' for the topic) and Step On words (words that are a challenge). The Goldilocks words are taught in a variety of different ways to the children in order to

embed them and so that the children can remember them, and use them verbally and in their written work. The topic words are reviewed at the end of each topic and adjustments made where appropriate.

Teaching Strategies

a) Early Years

In EYFS, Geography is an integral part of the curriculum. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places, seasons and habitats and investigating our locality.

b) Key Stage 1

In Key Stage One, pupils begin by investigating their local area of Epsom and looking further afield to the rest of The United Kingdom by naming the capital cities along with the continents and oceans of the world. As their learning progresses, children begin to compare and contrast their capital city (London) and Nairobi (Kenya). They also begin to identify and compare the human and physical features, find out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps (with symbols) and photographs. Locational language is introduced to the children with the theme of 'Pirates' and they have the opportunity to apply their learning in practical sessions using fieldwork equipment.

b) Key Stage 2

In Key Stage Two, pupils revisit and consolidate their knowledge of their local area of Epsom, The United Kingdom, human and physical features, continents and mapping techniques with a degree of repetition in order for the learning to move into their long term memory. Pupils investigate a variety of places and environments in The United Kingdom and around the world, and start to make links between them. They find out how people affect the environment and how they are affected by it through the study of trade, natural disasters, coasts and rainforests. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps (including digital mapping), atlases, photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including photographs, satellite images, etc. Learning is revisited in Key Stage Two and developed further by building on their knowledge of symbols by

exploring Ordnance Survey maps, four-figure and six-figure grid references. Fieldwork and rich experiences are widely incorporated within the Geography curriculum to increase the cultural capital for the children.

As well as making its own distinctive contribution to the school curriculum, Geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

By the end of Key Stage Two, we want all children to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. This will ensure all pupils are ready and able to access the Key Stage Three curriculum and beyond.

Assessment

In each topic, children are presented with a question which they should be able to answer by the end of their unit of learning. This is achieved by creating either an individual (KS2) or class (KS1) knowledge organiser which the children add to at the end of each lesson. At the end of the topic, the question is revisited with the whole class and children are given an opportunity to use their knowledge organiser to structure an answer to the question. This answer is either presented as a writing opportunity (Key Stage 2) or verbally (Key Stage 1). By completing this form of assessment, teachers are able to use this, the children's work and understanding to assess whether children are working towards the expected standard, working at the expected standard or working at greater depth.

The marking of the Learning Journey's will reflect the extent at which the child has met the learning intention which has come directly from the Knowledge, Skills and Vocabulary.

Inclusion

Children of all abilities can benefit and make progress in Geography. We aim to provide learning opportunities to all pupils where they are inspired, motivated and challenged in their learning. Learning challenges and outcomes are differentiated to meet the strengths and needs of all pupils, including those with Special Educational Needs.

Health and Safety

a) Resources

Resources to support themes across the school are stored within classrooms. Atlases, newspaper reports and teaching resources are the responsibility of the Subject leader, who is also responsible for ensuring they are kept up to date and relevant for that

theme. There is a labelled Fieldwork box which is stored in the upstairs meeting room and is accessible to all staff when conducting outdoor learning.

b) Visits

Some year groups will have the opportunity to attend local visits based on their Geography topic. Visits are reviewed every year to ensure that they are relevant and meet the children's needs. Risk assessments must be submitted to the Educational Visits Coordinator (EVC) at least 28 days prior to attending and a qualified first aider must attend.

c) COVID-19

Safety measures are put in place to reduce the risk of transmission of Covid-19 without compromising learning.

- Everyone washes their hands before the lesson starts.
- Equipment is cleaned or quarantined before use.
- Arrange the children so that they are distanced from each other as much as possible.
- Activities to be completed outside where possible.
- Limit sharing equipment where possible e.g. atlas stored in bubble groups.
- Make group sizes of children working together as small as possible.
- Children to collect and tidy equipment.
- Teachers to maintain distance from others.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject coordinator with the Curriculum Lead. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations/learning walks are also undertaken, when needed, and the subject coordinator regularly reviews evidence of the children's work. The subject leader is responsible for giving the curriculum lead an annual summary report in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated. Where required, the subject lead may be asked to present their work to the Senior Leadership Team and/or Governors.