

Grasslot School

Geography Policy

“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.” National Curriculum Programme of Study

Our aims for teaching Geography

We plan to meet the requirements of the Early Years Foundation Stage 2021 and the National Curriculum 2014 through both discrete and cross curricular lessons.

We aim to:

- Develop knowledge of the local area as well as other countries
- Awareness of physical and human features
- Understanding of the environment, and the impact of human behaviour
- Use geographical information including globes, atlases, maps and photos
- Develop geographical vocabulary and communicate in a variety of ways

Planning

Long term and medium term planning across the school is developed using the Early Years Foundation Stage 2021, and the National Curriculum 2014 (End of Key Stage Expectations). We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that the children are increasingly challenged as they move up through the school (see subject progression plans).

In the Foundation Stage we relate the geography side of the children’s work to the Early Learning Goals set out in the Early Years Foundation Stage under ‘Understanding the World’ and the related statements from Development Matters. While adult led activities are planned to address the objectives, staff identify opportunities to extend children’s knowledge through play and everyday interactions.

Cross curricular topic links are a feature of our Geography planning, particularly in Key Stage 1. Clear links are made with English through actively utilising skills of reading, writing, speaking and listening (see later section). Mathematics, Physical Development and PSE skills are also promoted and developed through well planned topic-based activities.

Speaking and Listening

We agree with the EEF Improving Literacy in Key Stage 1 report which identifies that **“Language provides the foundation of thinking and learning as should be prioritised”** and is therefore a key skill across all curriculum areas. As our children enter school with language skills below the national average, we put a lot of emphasis on teaching these skills through using a variety of speaking and listening focused activities.

We seek to develop young geographers who are able to make links and connections between the natural world and human activity. In geography children develop oracy through discussing geographical features, questions and presenting their findings to the rest of the class. We plan for and use a variety of speaking and listening techniques such as talk partners, group and whole class discussions. We encourage children to ‘Talk like a Geographer’ using our oracy mats, these include sentence stems and key vocabulary. Teachers can edit these each topic to suit the vocabulary needed.

Fieldwork

We encourage lots of fieldwork, we plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. Key Stage One during the Autumn term, go out and complete fieldwork in our local area. We recognise that regular high-quality outdoor learning is crucial to learning. It provides opportunities to develop and consolidate skills and concepts introduced in the classroom and allows pupils to extend their understanding of the 'real' world.

Assessment

Children in the Foundation Stage are regularly assessed through observation, discussion and written work against the Early Years Foundation Stage Development Matters document (where appropriate) and in Reception against the EYFS Early Learning Goals.

In Key Stage One children are assessed against the End of Year expectations, which is recorded and evidenced on Tapestry. We continually assess the children's work throughout the topic by making informal judgements on lesson objectives as we observe them during each geography lesson. This continuous formative assessment is carried out to ensure planning is appropriately differentiated to meet the needs of the class. Assessments against the End of Key Stage Expectations are used to inform parents and form part of the End of Year School Report.

ICT

Children are presented with a range of sources of geographical information such as books, images, sound clips and on-screen texts. Interactive whiteboards are located in every classroom and are used to display texts on a large scale to the whole class. Children are also given opportunities to research and explore geography using the internet (for example, using google maps).

Special Educational Needs and Gifted and Talented

All children are entitled to a broad and balanced curriculum. Therefore, every child within the school is provided with learning opportunities to suit their needs. A variety of teaching styles is used within this subject to ensure that all learning styles are addressed.

Equal Opportunities and Inclusion

All children irrespective of gender, ability, ethnic and social circumstances have access to the curriculum.

Monitoring and Review

Monitoring is carried out in the following ways:

- Informal discussions with staff/children
- Classroom observation
- Monitoring children's work
- The Geography governor visits the school to talk with the subject leader when possible and monitors the development of the action plan within the School Development Plan

The Geography subject leader will:

- Write and review the Geography policy.
- Regularly audit Geography equipment.
- Monitor Geography throughout the school.
- Support colleagues and organise training for the professional development of staff.

Policy Written: Autumn 2024