



Geography Policy

2021-22

At Cromwell Learning Community Multi Academy Trust, we believe that learning without limits means we do not put a ceiling on children's achievement.

Overview

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Aims

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Introduction

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At CLC MAT we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Intent:

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. At CLC MAT we are committed to providing children with opportunities to investigate and make enquiries about their local areas so that they can develop of real sense of who they are, their heritage and what makes our geographical connections special. We also develop the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality sequential teaching that builds on prior knowledge, we develop the following essential characteristics of geographers:

- ♣ A sound knowledge of where places are and what they are like, both in Britain and the wider world;
- ♣ A comprehensive understanding of the ways in which places are interdependent and interconnected
- ♣ An extensive base of geographical knowledge and vocabulary
- ♣ Fluency in geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- ♣ The ability to reach clear conclusions and explain their findings
- ♣ Excellent fieldwork skills as well as other geographical aptitudes and techniques
- ♣ The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- ♣ A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Implementation:

Geography is taught under the humanities umbrella of 'Knowledge and Understanding of the World' (KUW). It is taught in half termly units which alternate with history topics.

Coverage of content in geography is gained through:

- Providing teachers and pupils with a knowledge organiser which outlines key knowledge (including vocabulary) all children must master and apply in lessons;
- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory
- Challenge questions for pupils to apply their learning in a philosophical/open manner
- Trips and visiting experts who will enhance the learning experience

Impact:

At CLC MAT our geography curriculum is based on the teaching scheme provided by Rising Stars Voyagers which ensures high quality, well thought-out planning to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

Delivering the Curriculum

In the Foundation Stage geography (which is embedded in the learning area 'understanding the world') is delivered through a range of child-initiated and adult initiated activities in the indoor and outdoor learning environment. It is planned for as a specific subject through discussion and regular collaboration with KS1 staff. This is to ensure children's exposure to vocabulary, knowledge, skills and learning outcomes hold them in good stead to access age-related learning in Geography in Key Stage 1. Throughout Years 1 and 2, geography is taught through a weekly lesson (as part of a half termly unit), which may relate to a theme or topic. To ensure consistent coverage of geography in line with the National Curriculum, CLC MAT staff from years 1 to 6 are encouraged to use Rising Starts' Voyagers scheme of work as a main resource.

Through devising the whole school curriculum map, geography has a key role in helping to make thematic links in subject areas where it is relevant.

Progression

The teaching in Key Stage 1 builds upon the Early Learning Goals achieved at the end of the Foundation Stage. Our units of work for Year 1 through to Year 6 follow the progressive sequence of key geographical teaching and learning that is outlined in the National Curriculum. Therefore, taught skills, knowledge and understanding are built upon, unit on unit, year on year. A range of subject-specific skills that develop children's ability to work as geographers are fostered throughout all learning.

Resources:

A wide range of maps, atlases and subject-specific resources are kept in the locked K.U.W (knowledge and understanding of the world) stock cupboard area / stock room.

Enrichment activities and experiences

Through consultation and evaluation with staff, pupils and using the knowledge and experience of senior leaders, in-school workshops and trips are planned to broaden the children's experiences of geography. This has been a very successful aspect of our curriculum; bringing many benefits to the children's school experience. Post COVID-19, the planning and organisation of forthcoming enrichment will be made in according with government guidelines.

Displays and Vocabulary

Developing a good knowledge of geography-based vocabulary is key to success in geography. Pupils often find geography challenging because they do not have a good enough grasp of the vocabulary, non-visual understanding of the world and the necessary analytical skills needed to explore key ideas. Key vocabulary should be displayed on topic working walls. This should be referred to throughout the teaching of each topic. Pupils should have the opportunity to explore ideas orally first and teachers should model and encourage pupils to use vocabulary correctly. Teachers should consider making use of interactive resources and other ways of graphically representing complex information to support their pupils' understanding. Vocabulary lists for each topic are available on the knowledge organisers.

Pupils' Knowledge Organisers and Teachers' Geography Medium Term Plan/Overview

Each year group will be provided with an annual overview of the geography units focusing on the content and the sequence of lessons to be taught. In addition to this a Medium Term Plan is created by the Subject Lead, which includes all of the Knowledge Musts. Teachers are to use the Overview and the Medium Term Plan to create their individualised weekly planning to meet the needs of the children whilst in line with progression.

To support the knowledge of the children throughout the unit, they have been provided with a knowledge organiser, which is to be fastened into their books, prior to the unit being taught. The knowledge organiser will have subject specific vocabulary and the meanings, engaging images to support their visual understanding, interesting facts, timelines about their specific learning and other relevant information to support their knowledge and understanding during that unit.

Assessment and Recording

- Lessons will be taught in sequence. Each week's content is presented on a termly history overview prepared by the subject leader. These plans are adhered to chronologically.
- The CLC MAT planning pro forma for KUW is used to summarise the forthcoming learning and is checked by subject leads prior to delivery.
- Children's books show:
 - ✓ Children's knowledge organiser in prior to the unit being taught.
 - ✓ A double page spread left blank for children's own mind map showing what they can remember at the end of each lesson.
 - ✓ An end of term assessment is carried out at the end of the topic to close the unit.

Monitoring and Evaluating

Teaching and learning is monitored through lesson observations, learning walks and work scrutiny. These are led by the Subject Leader and/or the Senior Leadership Team.

Feedback is given to individual teachers, and patterns may be used to inform the school improvement plan or develop any action points for the Subject Leader.

Assessments are monitored by the Subject Leaders and/or the Senior Leadership Team. Again, patterns identified from the assessment data may inform the school improvement plan or Subject Leaders' actions (subject action plan).

Review

This policy document will be reviewed every 12 months to assess its value as a working document.

Subject Lead: Tabassum Fatima

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