



## Geography Policy

### **Curriculum Offer:**

At Cedars Primary school, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long term memory.

As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.

### **Geography Intent:**

At Cedars Primary School Geography education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for Geography. Furthermore, we aim to 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. (The 2014 Primary National Curriculum in England)

Geography teaching at Cedars Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching Geography in our school are:

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- To provide opportunities to study mathematics across the curriculum through Geography lessons.
- To provide exciting and first hand experiences, imaginative resources and ICT to build pupils knowledge.

## **Geography Implementation:**

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half termly topic, focusing on knowledge and skills stated in the National Curriculum. At Cedars Primary School, we ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The Geography curriculum at Cedars Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their Geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching Geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

## **Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers/EYFS**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

At Cedars Primary we ensure that our learning environments provide:

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

We know that parents are children's first educators and we value being partners with them in their child's education. We look to forge positive relationships with parents to enable us to support learning both at home and school.

Through our child-centred approach, we aim to plan exciting, enriched activity based on the children's interests. We create a sense of awe and wonder through creative ideas which involve the children and, as much as possible, are based on real life experiences. We look to provide opportunity to foster children's preferred learning styles and demonstrate the various characteristics of effective learning. We provide children with the opportunity to be explorers, be actively involved in their learning, as well, creative and critical thinkers through the planning of open ended tasks. We aim to foster curiosity through carefully planned learning environments enabling children to demonstrate those key characteristics of effective learning. We value the importance of learning outdoors and enjoy using our special early year's outdoor area within our everyday planning.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement.

Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Children showing extensive aptitude in Geography will be placed on our schools gifted and talented register. These children will be selected for appropriate enrichment opportunities throughout the year.

At Cedars Primary School we provide a variety of opportunities for Geography learning inside and outside the classroom. Educational visits are an opportunity for the teachers to plan for additional Geography learning outside the classroom. At Cedars Primary School, the children have had many opportunities to experience Geography on educational visits. The children have explored the local area including orienteering within the school grounds and visited local geographical landmarks. Local museums also provide an opportunity to further Geography learning, as well as trips to local woods, castles and using map reading skills during residential trips.

### **Geography Impact:**

Within Geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our Geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Linked governor to work alongside subject lead to assist in the children's learning and first hand experiences.
- To encourage parental environment through family visits of the local environment and linked topic work.

Review Approval Body:

Date Approved:

Next Review Date:

Subject Leader: Carly Martin