

Geography Policy

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Geography Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality geography curriculum for all learners.

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Intent

Purpose of Study

A high-quality geography education should inspire in pupils to develop a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about a diverse range of 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Geography teaching at Southcoates Primary Academy aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate using a range of data gathered through experiences of fieldwork.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
 - Communicate geographical information in a variety of ways, including through maps and writing.

Implementation

Organisation

A theme based approach to learning is promoted. The whole school follow the same overarching theme each half term. The themes are part of a two-year cycle. For each theme, each phase has their own focus which links in to the overarching theme. Each theme has either a geography or history focus. This is alternated each half term. The geography work carried out is recorded in a theme book. As well as written evidence, pupils may take part in discussions and debates, use resources, maps and online services to learn about the physical and human geography, or take part in field trips to provide hands on learning experiences.

The **Subject Leader Audit for Geography** outlines the skill focus (locational knowledge, place knowledge, human and physical geography or geographical skills and fieldwork) for each theme, along with cross-curricular links, cultural passport links and opportunities for parental involvement.

The **Termly Progression Document for Geography** details the procedural and declarative knowledge that will be taught in each phase, each term.

- Early Years objectives have been written in line with the **Early Years Framework**, with most of the geography objectives relating to the 'Understanding the World' Area of Learning and Development.
- The objectives for Years One to Six cover the expectations of the **National Curriculum**.
- The geography curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
- The progression of technical vocabulary relating to geography is also planned for on the **Termly Progression Document**.

Using the objectives from the Termly Progression Document for Geography and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.

The **Declarative and Procedural Knowledge Progression Document for Geography** outlines how progression is planned for, with opportunities to recap and build on prior learning.

Impact

As children move through their years at Southcoates, the curriculum design should enable our children to become confident geographers who are able to apply age appropriate declarative and procedural knowledge. The children should be able to talk confidently about their learning and use a range of technical vocabulary.

Pupil voice interviews are conducted by Subject Leaders to check that children have retained the knowledge taught in each unit. Teachers use questioning and opportunities to revise prior learning to help children to hold learning in their long term memories.

The outcomes of the children's learning can also be seen in their theme books, where mapwork, photographic evidence and other tasks give opportunities for children to show their learning.

Pedagogy

Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours

Fieldwork in geography develops our pupils' awareness of how to behave sensibly when working within and around nature, as well as how to safely use equipment during observations of habitats and wildlife.

Positive Role Models	Where relevant, children will meet positive role models who look after our world. These role models include rangers from Tophill Low Nature Reserve and local councillors who take part in discussions about the local area with the School Council.
Awareness of the World	Our geography curriculum enables our pupils to develop knowledge and understanding about the world in which we live. This includes deepening their knowledge of their local area, as well as introducing diverse places which many students will not get the chance to experience first-hand. The curriculum also inspires pupils to question why the Earth is the way it is and why it has changed over time, and helps the children to find answers wherever possible.

Resources

Geography resources are stored in a central resource store which is accessible to all teachers, providing a large variety of maps, atlases and resource boxes linked to different geography themes. As well as this, specialist and more extensive resources are ordered termly through the Hull Library Service who provide resource boxes linked to geographical areas and concepts.

In addition to physical resources, each phase is given a budget to arrange fieldwork trips so that the children can have first-hand experiences of different environments.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for Geography

Assessment

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child’s attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
 WTS – Working Towards the Expected Standard
 EXS – At the Expected Standard
 GDS – Greater Depth Standard

The children’s learning is assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils that are engaging in subject-specific study are taught age appropriate objectives as outlined on the Termly Progression Document for Geography. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding, personalised teaching and additional support. All children are encouraged to develop independence, and are supported where needed to achieve optimal educational outcomes. Teachers adapt teaching methods to suit the needs of individual learners, and to remove barriers where possible, to give every child the opportunity to succeed and achieve.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of geography, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- School trips
- Links to the Hull Library Service
- Visits from local councillors to discuss improvements to the local area
- Eco Committee

Subject Monitoring and Improvement

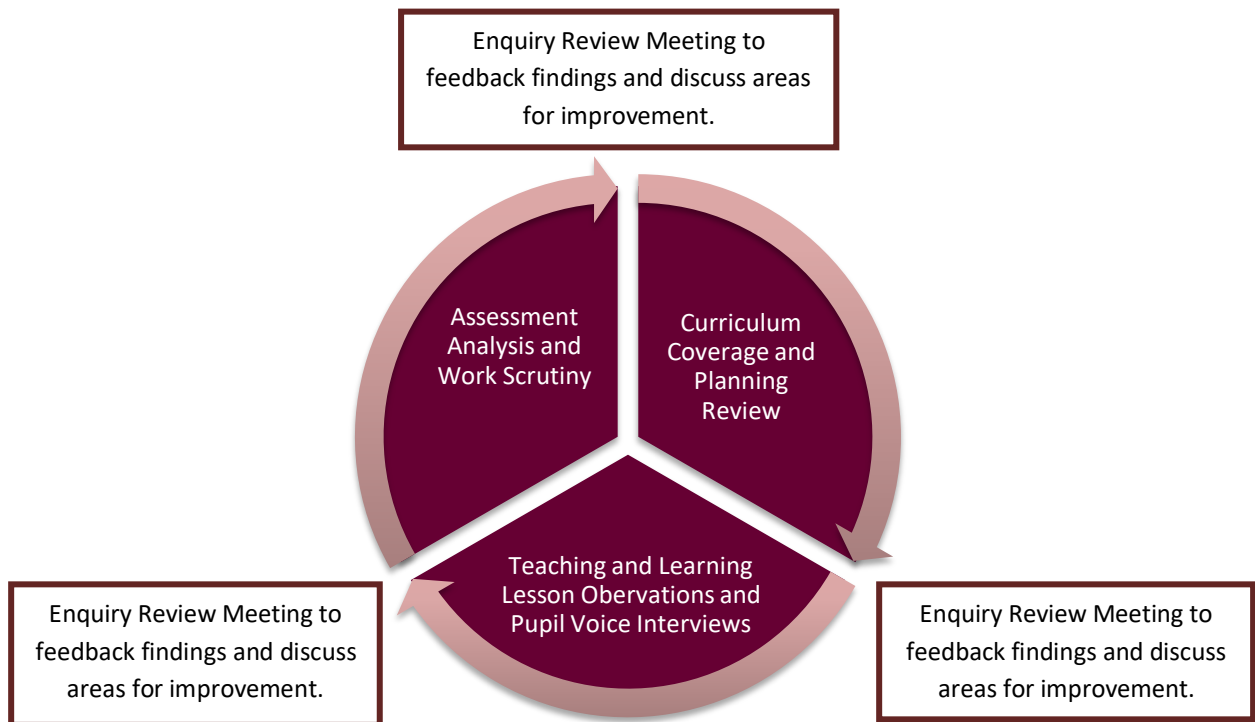
Subject Leadership

- Geography is overseen by the Curriculum Faculty. The Curriculum Faculty meet every other week to discuss:
 - Outcomes of monitoring.
 - Additional whole school opportunities and experiences to enrich learning and personal development.
 - CPD requirements.
 - Assessment.
 - Curriculum development.
- The Subject Leader for geography and the Subject Leader for history work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

Subject Triangulation

The curriculum, teaching and learning and outcomes of geography are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for geography.



Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.