

St Saviour's C of E Academy

Geography Policy

September 2021

Geography Intent Statement

Geography plays a crucial role in understanding our world. It makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them. Geography is, by nature, an investigative subject, and we seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

Curriculum Design

The [Geography Progression Document](#) is derived from the National Curriculum statements which aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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 with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Our geography progression document is designed to meet the aims of the National Curriculum, enabling pupils to develop their knowledge and skills over time. It is divided into manageable steps which clearly map out how pupils of all abilities will develop their understanding of locational knowledge, place knowledge, human and physical geography and geographical skills. As a pupil progresses through Key Stage One and Key Stage Two, they will be introduced to new knowledge and skills. They will also revisit and apply what

they have learnt in previous year groups to ensure that knowledge is long lasting.

Place and locational knowledge objectives are broadly arranged so that pupils start their geographical learning journey locally, before studying the United Kingdom and then Europe, with upper Key Stage Two pupils then focusing on North and South America.

Teaching and Learning

The majority of the geography curriculum is taught within the context of a topic. This gives the pupils a purpose to their studies and enables links to be made with other subject areas, such as history, science and art.

Series of lessons build on prior learning and involve pupils developing and applying their knowledge and skills over time. Each lesson involves the opportunity for pupils to recap prior learning through a 'Can you still...?' starter activity. This supports pupils with their retention of knowledge and skills, helping them to remember key processes and information.

Learning objectives are also shared with the pupils during each lesson, and specific and relevant vocabulary is introduced and discussed by the teacher with the whole class.

Pupils will communicate geographical information in a variety of ways, including through maps, numerical skills and writing at length. They will collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Reading forms a key part of how children learn about geography. As well as the use of texts in topic lessons, pupils will also encounter geography-related texts in other areas of the curriculum, such as whole-class reading, English lessons and science.

Planning

The Geography Progression Document outlines the knowledge and skills objectives to be taught in each topic. Teachers use this document to form the basis of a medium term plan which is designed to incrementally develop the key learning for each topic in a coherent and logical way.

Individual lessons are planned using the flipchart template, which includes the use of the Geography Learning Mat. It is expected that teachers amend their planning during each lesson, where necessary, and throughout the unit

as a result of formative assessment.

A KWL (What I **know**, What I **want** to find out, What I have **learnt**) grid is used at the beginning of a unit to help teachers assess the pupils' current understanding. It also provides an opportunity for pupils to think about what they might already know about a given topic and to pose questions that they would like to investigate further. The 'What I have learnt' part of the KWL process

Assessment

- **Formative Assessment**

Teachers continually assess the pupils' understanding of content during lessons through discussion, partner talk, group activities and independent tasks. Lessons are adapted as a result of this assessment to ensure that all pupils achieve.

Work that has been completed in the topic books is marked by the teacher either with the child during the lesson or after the lesson. Each piece of work is given a green or black stamp, in line with the marking policy.

Misconceptions are addressed through small group and whole-class feedback.

- **Summative Assessment**

At the end of each topic, pupils will complete an end of topic quiz (L) which is used as an informal way of understanding what knowledge pupils have retained and what skills they are able to apply.

The teacher submits an overall judgement (below, working towards, expected or greater depth) for each pupil at the end of each topic, based on the following evidence:

- Topic books
- End of topic quiz
- Learning log
- Discussions during lessons
- KW grid

During transition meetings, teachers will share and discuss any assessment relating to geography to inform future planning.