



**Welholme**  
Academy

# Geography Policy

## Definition

Geography is about exploring and understanding the world around us including people, places and the environment. In order to develop their understanding, Geographers use skills such as map work, fieldwork and asking questions about local and global issues.

**Date produced – April 2022**

# **Intent**

## **Purpose of Study**

Our aims are not only to fulfil the requirements of the National Curriculum for Geography through the provision of a broad, balanced curriculum - ensuring the progressive development of geographical knowledge, concepts and skills - but to also develop the children's genuine love for this subject. Our success in these two key areas undoubtedly, ignites our pupils' curiosity and fascination about the diverse world in which they live whilst, at the same time, encourages them to evaluate their current impact on our ever evolving, fragile planet and consider their future role in preserving and building upon current trends.

Here, at Welholme Academy, we appreciate that Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We are passionate about promoting the children's interest and understanding of diverse places, people and locations. Together with a firm understanding of natural and human environments and a deeper understanding of the Earth's key physical and human processes. We place a strong emphasis upon providing children with opportunities to perform geographical research and fieldwork studies within their local area so that they can develop a real sense of who they are, their heritage and an appreciation of what makes our local area unique and special. Educational visits further afield are key to opening the children's eyes to contrasting areas, thus broadening their horizons whilst continuing to develop geographical knowledge and skills

## **Aims**

Via high quality teaching and a rich geographical diet, we seek to develop the following essential characteristics of geographers within our pupils:

- An excellent knowledge of where places are and what they are like, both in the local area, the United Kingdom plus the wider world, appreciating similarities and differences;
- An understanding of the ways in which places and geographical processes are interdependent and interconnected;
- Confidence when interpreting information from maps, keys, aerial photographs and an ability to explain their findings or thoughts;
- Accurate geographical knowledge and a wide range of vocabulary which can be explained and applied correctly;
- Ever developing fieldwork skills using a variety of resources and techniques;
- The ability to reach clear conclusions and explain their findings, backing these up with geographical evidence;
- The ability to express well-balanced opinions, rooted in knowledge and understanding about current issues in society and the environment, inclusive of local issues and understanding their role in contributing to improving local and global issues;
- A genuine interest in the subject and a real sense of curiosity about the world and its people.

## **Implementation**

In ensuring 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. As part of this process teachers plan the following:

- An enquiry question at the beginning of the Geography topic;
- A knowledge organiser which outlines knowledge (including vocabulary) all children must aim to master and apply in lessons;
- A cycle of lessons, which carefully plans for progression and depth concentrating on the geographical skills suited to each specific year group and showing clear support and challenge suited to groups of learners and individuals.
- A low stakes quiz which is tested regularly to support learner's ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Fieldwork opportunities, educational trips to places further afield and visits from experts who will enhance the children's learning experience.

## **Organisation**

A theme based approach to learning is promoted at Welholme. The whole school follow the same overarching theme each half term. For each theme, each year group has their own focus which links in to the overarching theme. Year groups use their theme work to answer an enquiry question. Each theme has a foundation subject focus which changes each half term. The Geography work carried out is recorded in a theme book. As well as written evidence, pupils may take part in fieldwork, discussions and use maps, globes and atlases in order to develop their geographical knowledge, skills and understanding.

## **Resources**

At Welholme Academy we understand the importance of first-hand experiences for our children and visits are encouraged where possible.

## **SEND**

All children at Welholme Academy will access quality first geography teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in geography, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in geography with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in geography some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to learning are minimised.

Support in geography can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other.

Parallel to this we believe firmly that a child should develop independence skills in geography as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

## **Impact**

### **Assessment**

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in theme books links to basic skills to promote a high standard of spelling, punctuation and grammar across the curriculum. Marking also links to factual knowledge, such as correct identification of places and features studied in order to ensure accuracy. Proof of Progress quizzes are used in theme lessons to help children retain knowledge. This also enables children to assess their own learning and identify targets for their future work. In turn this supports teachers in providing feedback for children's work. Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant National Curriculum statements for geography which are listed in the subject overview document.

### **Safeguarding & Child Protection**

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website [www.welholmeacademy.com](http://www.welholmeacademy.com) or speak to one of the Pastoral Team.

### **Equalities**

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

### **Monitoring and Evaluation**

Geography is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in geography throughout the school, and geography. Subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

**Produced by:** S. Rabbetts/Z. Miller

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