



Stockham Primary School Geography Policy: 2022-2024

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Geography Policy

Section 1: Educational Aims

At Stockham Primary School we introduce geography in a way that is memorable and meaningful. Underpinning our planning are our three core curriculum drivers:

- **Aspirations** – Who could I be? How can I aim high? What opportunities are there for me?
- **Curiosity** – What do I think? What do I wonder? Why?
- **Knowledge of the World** – Who am I? How does my life compare to the wider world? How do I fit in to the wider world? How can I help both my community and the wider world?

Our aim is for these drivers to be embedded across the curriculum in a subject relevant context. The main aim of teaching geography at Stockham is to encourage the pupils to learn about the world that we live in and the relationships between the people, places and environments of the world and how they have evolved. At Stockham, geography is taught in a progressive way through discrete lessons, ensuring children commit skills and knowledge to long term memory. All children in the school have equal opportunities to develop their historical knowledge and skills. We aim to enable pupils:

- to gain knowledge and understanding of places in the world, including key features of locations and how locations around the world are changing.
- to increase their understanding and knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- to learn graphic skills, including how to use, draw and interpret maps, atlases and globes
- to compare their life and local environment with other regions in the UK, Europe and the rest of the world.
- to know and understand environmental problems at a local, regional and global level
- to be motivated to find out about the physical world and to encourage a commitment to sustainable development, and an appreciation of what 'global citizenship' means
- to develop a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.
- to use different types of fieldwork sampling to study the human and physical features of the local area.
- by encouraging and inspiring curiosity, through the asking and answering geographical questions.

Section 2: Practice

The Geography Curriculum

At Stockham, history is taught by the class teachers whilst being supported by the geography co-ordinator.

Foundation Stage

In the Foundation class the children work towards the Early Learning Goals by developing their understanding of the world. Children learn about similarities and differences between themselves and others, in relation to places and communities. They talk about features of their own environment and how environments might vary from each other. They observe and

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record seasonal changes, observe natural processes and start to compare cultures in other countries. Geography lessons begin to introduce some key vocabulary and geographical skills, such as drawing information from a simple map and exploring atlases and globes. At the end of Foundation, children are assessed against the Early Learning Goals for Understanding the World and are assessed as being at an emerging or expected level.

Key Stage 1

Pupils develop knowledge about the world, the United Kingdom and their locality. They are taught to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance and secure their locational awareness.

Key Stage 2

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Pupils develop their use of geographical knowledge, understanding and skills through fieldwork and using recent and relevant examples to enhance and secure their locational and place knowledge.

Management and co-ordination

At Stockham Primary School the geography co-ordinator is responsible for the management and co-ordination of geography throughout the school. This includes:

- Monitoring the teaching and learning in geography.
- Supporting staff with advice.
- Being familiar with resources, be aware of purchasing needs and manage the budget.
- Monitoring the resources in all key stages.

Organisation

Planning

We use the National Curriculum for Geography and the Chris Quigley Essentials Curriculum as the basis for our curriculum planning. We have linked this to our own school 'curriculum drivers', particularly raising aspiration through a greater understanding of the wider world and the possibilities it offers us.

Close liaison within 'Milestone' phases and across the school ensure progression, continuity and consistency. The overview of coverage of Geography for each milestone is discussed with colleagues and reviewed by the Subject Leader. Class teachers create short term plans for individual lessons. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and often discusses them with the geography subject leader on an informal basis.

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We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Teaching and Learning

At Stockham, geography is taught as a discrete subject, although this can be taught within a larger theme of work where a relevant example is readily available. Teachers will utilise a variety of teaching styles, including whole class teaching and enquiry based activities to encourage the regular utilisation of geographical skills and disciplinary knowledge; in each key stage we give children the opportunity to undertake fieldwork, visit sites of geographical significance or to be part of an immersive experience held at school. Careful consideration is given when planning teaching to ensure that real and relevant contemporary examples are used within lessons. Where relevant these are linked to our locality for children to experience collecting and exploring data first hand through real activities, e.g. the topography of the ridgeway, local agriculture, the unique chalk stream environment of Letcombe Brook.

We recognise that in all classes' children have a wide range of knowledge, skills and understanding in geography, and we seek to provide suitable learning opportunities for all children by matching the challenge to the ability of the child. A variety of lesson tasks will be utilised depending on the lesson context.

Fieldwork

Fieldwork is integral to learning in geography, enabling children to practice their geographical skills and work with 'real world' data. At Stockham we aim to include regular and purposeful fieldwork studies and opportunities.

Inclusion

Our curriculum is inclusive, matching the needs of the children regardless of age, ability or protected characteristics. We aim for progress in geography for all children. This may include some adaptation on how the content is taught, for example, support and scaffolding from an adult, adapted teaching materials, classroom organisation, etc. All children get access to a range of activities, for example: educational trips and visits.

Assessment

Children demonstrate progress in a variety of ways and teachers use a variety of methods to assess progress and inform future planning. Assessment of learning is made against the Chris Quigley Milestone descriptors, enabling teachers to consider progress and attainment of individual children throughout and at the end of each year. We believe that regular low stakes assessment is more effective in securing knowledge and enabling children to learn more, do more and remember more. Regular assessment helps to inform short term planning and teaching to match the needs of the children. All teachers refer to the Milestones to make judgements on progress in the short term, to inform next steps planning and to provide a summative assessment to inform a detailed handover to inform the following years planning.

Resources

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There is a geography budget in school. Resources will be purchased as and when necessary.

Policy development process

This policy will be updated regularly as part of the school's continuous series of policy reviews. This policy will be approved and discussed as and when appropriate.

Version History

Version	Date	Description of Changes -
1.0	July 2023	Issuance of the policy in a new template based on policy developed by subject lead in May 2022