

Geography

Subject Policy



Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is '**Believe, Achieve, Succeed**'.

Intent:

Geography lessons provide children with an understanding of the world around them. For most of our children, travelling to other countries is a common occurrence whereas there are an increasing number of our children who only know their local area. As teachers, we need to ensure that children have a knowledge of all that the world can offer. To do this, we focus our geography curriculum around the three strands of knowledge: investigate places, investigate patterns and communicate geographically.

At East Markham Primary School, the Geography curriculum will:

- engage and inspire children to find out more about the spaces around them;
- support children to become fluent in using methods of enquiry, investigation and communication;
- enable children to gain geographical perspective by challenging their learning in different contexts;
- create regular opportunities to share their new knowledge;
- have opportunities to learn from the world around them, as well as through a variety of learning opportunities in the classroom;
- refer to prior and future learning so that children can make links across topics and year groups.

Implementation

Children will be:

- offered discussion opportunities to share their thoughts and ideas;
- taught through a variety of activities to adapt to learning styles and preferences;
- offered support and resources, tailored to their individual needs, to enable them to access learning in the classroom;
- given opportunities to learn beyond the classroom to develop fieldwork and map skills;
- expected to deepen their learning, including those working at greater depth.

'Pupil offer'






- All children will have access to educational visits with a geography focus, tailored to support individual needs to ensure inclusivity.
- Children with SEND will be supported and stretched appropriately.
- The activities in the classroom will be adapted to ensure children with specific needs have the same learning opportunities.

Geography Lead:

- Geography Lead reviews the long-term plan for geography across school to ensure continuity and progression of geographical knowledge, skills and vocabulary.
- Trips are organised (at least every other year) to offer access to off-site visits.
- The Geography curriculum is adapted where necessary, to meet the needs of specific individuals or groups, or to ensure embedded prior learning before moving on to current learning.

Class teachers:

- Planning is supported and resources collated by the Geography Lead and class teachers.
- Inclusive and exciting learning experiences are delivered, which address the needs of all pupils and include opportunities for pupils to gain greater depth.
- Well-structured, relevant and focused classroom and out-door activities are provided – involving interaction and dialogue in whole class, small group or paired activities.
- Staff are encouraged to invite visitors, where possible, to support learning.
- Working walls should reflect the knowledge and skills progression from lesson to lesson, and refer to prior/future learning opportunities.
- Staff are to teach using the template for lessons as outlined by the subject leader, however, they can use resources that support planning and teaching.

	<p>Children will demonstrate respect for the world around them, showing an understanding that needs and perspectives are different. Children will show respect for the human features and the purposes that they serve. They will show respect to the natural world around them, showing an understanding of their affect on the environment around them.</p>
	<p>Children will show resilience when developing an understanding of the world around them.</p>
	<p>Children will develop the courage to discuss their perspectives with their peers. When sharing their own or another’s perspective, children will demonstrate courage by putting their thoughts and ideas in a public forum.</p>
	<p>Children will develop empathy for the world around them and how the natural world can have an affect on its inhabitants. Children will explore the difficulties faced by people in extreme temperatures or areas where natural disasters occur.</p>
	<p>Children will hopefully develop a passion for geographical knowledge, seeing its worth as they grow up to be responsible members of our society.</p>

Cross-curricular links

Where possible, links between the English Writing curriculum and the Geography curriculum have been made using the Grammarsaurus texts.

Impact

- Children are excited about their learning.
- Children show a positive attitude towards their geography learning.

- Children show clarity and confidence when discussing, questioning and
- Children are aware that geography can be seen from different perspectives.
- Children can make links to prior and future learning.
- Children confidently use vocabulary linked to Geography and the three strands.
- Staff feel confident to plan and deliver a clearly-structured and ambitious Geography curriculum.

Monitoring

- **Book monitoring**
To assess the quality and challenge of the work provided by teachers and the understanding of the task/information.
- **Pupil interviews**
To give children a chance to talk about their geography lessons and provide feedback about learning.
- **Discussion with teachers about planning and teaching**
Regular discussion opportunities to ensure the progression is clear and activities are varied to give children regular time for each of the four strands of knowledge and skill.
- **Lesson observations**
To ensure teachers are confident with their subject knowledge and are teaching lessons using the given format that includes key vocab, references to prior/future learning and its relativity to every day life.
- **Deep dive with SLT**
Ensure the monitoring, documents and teaching are supporting the progress of the children in their geography learning.