Mobberley Primary School

Geography Policy

**Intent**

Our Geography curriculum aims to inspire in pupils a curiosity and fascination about the world and its people. We want to equip pupils with knowledge about diverse places, people, and a variety of environments, together with an understanding of the Earth’s physical and human processes. We will teach children how to collect, analyse and communicate a range of data gathered through experiences of fieldwork, helping them to make sense of their own locality and place in the world.

Aims

We believe that Geography helps our children to make sense of the fast changing world that we live in. We aim to teach them a sense of place, belonging, identity, purpose, as well as awe and wonder. Our Geography curriculum allows children to investigate people and places and the interactions between the two, as well as physical and human processes that shape our world.

Objectives

Through high quality teaching, children will build their knowledge and skills year on year, focusing on the following Geographical characteristics:

* Globally significant places
* Define physical and human characteristics
* Spatial variation and change over time
* Collect, analyse and communicate data
* Gather evidence through fieldwork
* Interpret and communicate geographical information
* Locational knowledge – villages, towns, countries, continents and oceans
* Map skills
* Similarities and differences between the UK and elsewhere
* Physical and human features

**Implementation**

Our Geography curriculum is taught in blocks throughout the year so that children can achieve depth in their learning. Children receive one discrete afternoon of Geography per week, building on from the previous week’s learning. Key skills and knowledge have been identified for each year group to ensure progression throughout the school. At the beginning of each Geography topic, children complete a pre-assessment task which informs the programme of study and ensures that lessons are relevant and take account of children’s different starting points. Lessons are practical, relevant and personalised to make it exciting and engaging for the children, starting with a ‘Wow Launch’ to capture their interests. The teaching overview follows four stages, starting with Engage and moving on to Develop and Innovate and ending with Express. Children are given opportunities to develop their critical thinking skills through open-ended questions and problem solving. All learning styles are catered for as teachers ensure they plan auditory, visual and kinaesthetic activities. Children develop their independence and confidence through individual activities and their co-operative skills during pair and group work. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.

Four stages of learning

***Engage***

Hook learners in with a memorable experience.

Set the scene and provide the context for learning.

Ask questions to find out children's interests.

Spark children's curiosity using interesting starting points.

***Develop***

Teach facts and information for deeper understanding and knowledge.

Demonstrate new skills and allow time for consolidation.

Provide creative opportunities for making and doing.

Deliver reading, writing and talking across the curriculum.

***Innovate***

Provide imaginative scenarios that encourage creative thinking.

Enable children to apply previously learned skills.

Encourage enterprise and independent thinking.

Provide opportunities for collaborative working and problem solving.

***Express***

Provide environments for reflective talk.

Create opportunities for shared evaluation.

Celebrate and share children's success.

Identify next steps for learning.

Global Learning

We are passionate about ensuring Geography is central to and supportive of the global dimension and education for sustainable development. Teaching children to respect nature and the environment is essential to the future of their world. We want to promote an awareness of local, national and global affairs ensuring our children deal with real issues as they come about. We want our children to appreciate geographical diversity by understanding and respecting that people, places and cultures around the world may be different to our local geography. We also want them to know that there may be places that are very similar to their locality and find links with people and cultures from around the world. We encourage our children to develop a greater understanding and knowledge of the world as well as their place in it. Our link to a school in Nepal allows the children to understand geographical similarities and differences between Mobberley and a contrasting non-European country.

Cross-Curricular Links

We believe that Geography allows our children to develop and enhance their English, Maths and Computing skills and provide a number of opportunities for them to apply these skills.

Resources

Our children will use atlases, globes, maps and plans at a range of scales and types to investigate and apply their locational knowledge. They will be given opportunities to collect data and information through fieldwork in the school grounds, immediate locality and places further afield. Secondary information can be gathered through fiction and non-fiction books, travel brochures and video clips amongst others.

SMSC

Through Geography teaching, our children develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development.

The spiritual development of pupils is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them as well as their willingness to reflect on their experiences.

The moral development of pupils is shown by their understanding of the consequences of their behaviour and actions and interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their willingness to participate in a variety of communities and social settings, including cooperating well with others and being able to resolve conflicts effectively.

 The cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. This is in addition to their interest in exploring, improving understanding of and showing respect for cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different ethnic and socio-economic groups in the local, national and global communities.

**Impact**

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Outcomes in Geography and English books evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge. Pre and Post-Assessments allow the children to demonstrate their knowledge and understanding alongside ‘Express’ lessons, which let children answer open-ended questions that were posed at the beginning of the unit of work. Geographical understanding, as well as the children’s spiritual, moral, social and cultural development is further supported by our links with an international partner school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children’s geographical skills. Assessment is supported by use of the following strategies:

● Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

● Using differentiated, open-ended questions that require children to explain and unpick their understanding.

● Providing effective feedback, including interactive marking to engage children with their learning and to provide opportunities for self-assessment and further consolidation.

● Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

Regular formative assessment by the class teacher is recorded half-termly via the school tracker to ensure progress is made by every child.

Key skills and knowledge benchmarks are in place to ensure that a consistent approach to the progression in Geography is applied throughout the school.

Monitoring

The monitoring of Geography will be carried out by the Geography Lead. Monitoring will include:

* The implementation of planning;
* Teaching and learning;
* Displays;
* Assessments and tracking of progress;

Individual Roles

The class teacher is responsible for;

* planning according to the Geography scheme of work, for implementing these plans and for organising the classroom for effective delivery.
* creating a Geography display which includes key vocabulary.

The Geography Lead is responsible for;

* monitoring teaching across the whole school, organising internal and external staff training and ensuring that Geography is taught in a developmental and progressive way.

SEND

Geography teaching is made accessible to all pupils and adjustments to schemes of work will be made as required. Teachers will liaise with the Geography Lead and SENDCO in order to analyse how children with specific needs respond to the teaching of Geography. It is the role of the teacher to ensure that every child in their class has equal and balanced access to the teaching of Geography and to ensure that it is differentiated appropriately.

EAL

Geography teaching is made accessible to as many pupils as possible and adjustments to schemes of work will be made as required; teachers will liaise with the Geography and EAL Leads in order to ensure they are differentiating appropriately.

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

Parents

We actively encourage the involvement of families and the wider community to help support the teaching of geography. Parents and carers are involved with supporting their children with topic-based homework. Geography homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

**Geography Subject Lead:** Mrs Emma Millington

**Policy Agreed**: March 2020

**Policy Review Date**: July 2021