



FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



GEOGRAPHY POLICY

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Revisions

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Context

The National Curriculum for Geography 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.

We have taken on board the findings published in Ofsted's research into effective Geography education.

<https://www.gov.uk/government/publications/research-review-series-geography>

We believe that our curriculum design and structure is well matched to these principles.

Statement of Intent

Feniscowles Primary School has created a curriculum intent statement. This intent has been written to provide an overarching context for our school curriculum to allow **'A Feniscowles Child' to 'Live Life in its fullest'**. ***This document can be found on our website and should be read in conjunction with our subject specific intent statements.***

At Feniscowles Primary school the study of geography involves pupils exploring the relationship and interactions between people and the environments, in which they both live and depend upon allowing them to **'Live life in its fullest'**. Many of the pupils who now attend Feniscowles Primary School will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global. From adapting and

mitigating the impact of climate change to predicting natural hazards such as Tsunami and Earthquakes, to understanding the causes and effects of population migration around the world our pupils will need to know about geography and to think like geographers.

Geography helps to prepare them for life in the 21st century with all of its currently unknown possibilities, helping to create the '**Feniscowles Child**'. In terms of what we teach in geography and how we encourage and support our pupils to learn the subject we seek to develop young geographers who are able to make links and connections between the natural world and human activity and to understand the kind of questions geographers ask such as *Why is this place like it is, how is it changing and what will be the costs and benefits of these changes when they happen?*

We aim for our pupils to '**Strive for Excellence**' in their geographical understanding. In line with the statutory requirements of the school curriculum which must be balanced and broadly based, Feniscowles Primary School commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in Geography which is informed by the National Curriculum. In addition we will ensure that what our pupils learn in Geography and how they learn it not only inspires and stretches them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in the 21st century. In accordance with the importance we attach to Geography our school aims to:

- stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- equip pupils with the knowledge about diverse places, people, resources and natural and human environments. Pupils' knowledge will lead them to have a greater understanding of the Earth's key physical and human processes.
- Vocabulary important progressive through school
- Pupils to build on their knowledge, which is revisited which will enable them to remember key important facts.
- foster pupils' sense of wonder at the beauty of the world surrounding them;
- help pupils develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance pupils' sense of responsibility for the care of the earth and its people and secure their commitment to promoting and living sustainable lifestyles;
- develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using computing to communicate with and explore a variety of people, places and environments across the world;

- help pupils explore values and attitudes about complex issues such as sustainability and sustainable development;
- enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global;
- foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.
- support our children become informed decision makers within their lifetime as they navigate the challenges they may face in a VUCA world (Volatile Unstable, Complex, Ambiguous)

Implementation

In EYFS children secure a strong grounding in their 'Understanding of the World', before entering formal Geography teaching in Y1. We have chosen to approach our teaching through an enquiry approach, which we believe best suits our overarching curriculum intent.

The Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at geography. They recognise that whilst it is important for pupils to increase and extend their knowledge of the subject it is also vital that they have space and time to develop as geographers. Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes by '**doing less better**'. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme.

The eighteen Geography enquiries have been written to ensure that pupils are progressively challenged to achieve the following outcomes as they move through the programme. This progression reflects increasing mastery of the subject, always striving for excellence in the development of our young geographers.

Curriculum Structure

At Feniscowles Primary School our Geography curriculum does not attempt to teach topics in their entirety as this often leads to an over emphasis on content and 'knowing' rather than on enabling pupils to achieve higher order outcomes by interrogating information and applying skills from one context to another. At Feniscowles Primary School we ask big questions about topics, places, themes and issues –questions that are relevant if you are going to live to see the next century, to develop the '**Feniscowles Child**' and ensure that they '**Live life in the fullest**' in a VUCA (Volatile, Uncertain, Complex and Ambiguous) world full of awe and wonder and rich opportunities.

Year Group	Enquiry Questions
Reception	
Autumn	I am special What do we celebrate?
Spring	Who lives in a house like this? New life and Changes.
Summer	Who wears a hat like this? Going on our Holidays.
Year 1	
Autumn	What is the geography of where I live?
Spring	Why don't penguins need to fly?
Summer	How does the weather effect our lives?
Year 2	
Autumn	How does Kampong Ayer compare with where I live?
Spring	Why does it matter where our food comes from?
Summer	Why do we love being beside the seaside so much?
Year 3	
Autumn	Beyond the magic kingdom, what is the sunshine really like? (North America, Florida, Disney)
Spring	Why do so many people in the world live in megacities?
Summer	Why are jungles so wet and deserts so dry?
Year 4	
Autumn	How can we live more sustainably?
Spring	Why do some earthquakes cause more damage than others?
Summer	How and why is my local area changing?
Year 5	
Autumn	How do Volcanos affect the lives of people in Hiemaey?
Spring	Why is fair trade fair?
Summer	Who are Britain's National Parks for?
Year 6	
Autumn	How is the Climate is affecting our world?
Spring	Why are mountains so important?
Summer	Rivers

Time Allocation

In EYFS , geography is taught through a balance of whole class teaching and continuous provision, within the 'Understanding the World' specific area of the EYFS framework. This is carefully aligned to the work completed with National Curriculum year groups, providing effective starting points as learners build knowledge, skills and understanding over time.

In National Curriculum Year groups, Geography is taught weekly in one half term each term. This is for one hour depending on the context of the module, but is often greater to allow for more challenging enquiries.

Learning organisers

Learning organisers are used throughout school to support children understanding key concepts alongside learning key knowledge and vocabulary. These organisers are not a 'to learn list', but a supportive tool to allow children to make connections in learning and be supported in demonstrating key geographical understanding.

Impact

The impact of our Geography curriculum is measured through the monitoring cycle in school alongside our assessment procedures. This includes:

- Lesson observations
- Book monitoring
- Learning walks
- Discussions with class teachers
- Discussions with pupils

Monitoring and assessment data is used to measure whether:

- Learners enjoy and are enthusiastic about geography in our school.
- There is a clear progression of learners' work and teachers' expectations in our school.
- Learners' work shows a range of topics and evidence of the curriculum coverage for all geography topics.
- Feedback from teachers has an impact on our pupils, often with next step questions to push learning on.
- All learners are making progress, including EAL and SEND learners.
- Learners are being asked to 'do more' with their knowledge as they move through school.

Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible Geography curriculum for our learners.

Recording of work

Throughout all year groups, we take a balanced approach to how learners demonstrate their understanding. Whilst it is important to record findings and promote cross-curricular writing skills, we recognise that this demand creates a barrier for some learners when trying to demonstrate their knowledge and understanding. As a result, we look to promote oracy throughout the curriculum. This may include learners verbally presenting their findings, recording their work or creating video blogs. Adult scribing, where appropriate, can further support this approach. We believe learners should flourish as geographers without over relying on written forms of evidence, which allows for a fully inclusive curriculum.

Assessment, Reporting and Tracking Progress

Each lesson has key assessment opportunities planned. Due to the practical nature of our enquiry curriculum, formative assessment is the most significant method of assessment (questioning) This is further supported by identified assessment opportunities throughout each enquiry.

Staff use our Management Information System to make formative assessments against key statements at the end of each enquiry. This enables bespoke medium term planning to close gaps in performance.

Staff make summative judgments on an annual basis, once the complete programme of study has been completed. This data is analysed and reported on by the subject leader, who utilises the information to make strategic choices about development with the subject.

Performance is reported to parents on an annual bases as part of their school report. Work is showcased on displays and in books via parents' evenings.

SEND and Greater Depth

Children irrespective of ability, race or gender are given full access to the geography schemes of work. The use of differentiation allows children to respond to the work presented to them at the appropriate level.

Teachers will need, as always, to tailor each lesson to meet the needs of the learners in their classes. Additional resourcing may be made available for learners with SEND to enable them to fully access the curriculum alongside their peers. This will be on a case by case basis.

Safeguarding

This policy should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

The Learning Environment

Throughout our school, Geography is promoted via displays. This includes the important skills of **'being a geographer'**. This is critical in supporting **'The Feniscowles' Child'** becoming an agile learner and showing the school value of 'diversity'.

In each classroom, where space allows, key learning is shared through a working wall approach. This supports the acquisition of new knowledge, understanding, skills and vocabulary.

Involving Parents and Carers (Co-Curriculum)

The school believes that it is important to have the support of parents, carers and the wider community for the geography curriculum. The school website also provides links for parents to support their child through a 'co-curriculum'.

Promoting the love of reading

Appropriate learners' literature is planned carefully into our English curriculum to support Geography. This allows us to enrich and promote our geography curriculum through highly engaging texts. Examples include 'Snail Mail'. We also use our English curriculum to provide connected themes in learning. E.g. Rainforest Books related to climate zones.

Training, support for staff and connected experts

Regular CPD is provided in line with the school's overall curriculum development cycle. In addition, each module is accompanied by a teacher guide which outlines:

Coverage of unit, prior learning that has occurred, future learning, key concepts and knowledge, relevant resources, key vocabulary and most importantly: common misconceptions.

Where further support is required, the subject leader provides bespoke 1:1 support.

Whilst designing and implementing our Geography curriculum we have secured a **'Connected Expert'** to provide consultancy to our subject leader and staff. David Weatherly is nationally and internationally recognised as an expert in his field. We have utilised his support to provide high quality CPD for staff from EYFS to Y6, to aid us in writing bespoke units of work based on our locality, model teaching and provide leadership training. This ongoing relationship will allow us to be a reflective school with a dynamic curriculum that adapts to the needs of our children.