



Geography Policy

Review Date July 2023

Every Child, Every Chance, Every Day; Working Together



GEOGRAPHY POLICY

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At Crabtree Farm, our aim is to provide an exciting geography curriculum that gives children the capability to become inquisitive, knowledgeable mini-geographers. By the end of Year 6 our children will be conscious, empathetic individuals who have a clear, meaningful understanding of the human and physical features and processes of our world.

1. AIMS

At Crabtree Farm Primary School, we believe that geography education should be fully inclusive to each and every one of our children.

Our aims are to successfully fulfil the requirements of the National Curriculum for Geography; which includes providing for the children a broad, balanced and differentiated curriculum; clearly ensuring that there is evidence of the progressive development of geographical concepts, knowledge and skills; and for the children to be able to develop a deep love for geography.

We aim to inspire in pupils a true curiosity and fascination about the world and its people. It is important that geography teaching equips our pupils with knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is important that geography really means something to the children and that they can apply what they learn in their lives. We would like our children to perhaps become geographers themselves one day; cartographers, geologists, conservationists.

The aims of geography teaching are:

- to enable children to gain a clear knowledge and understanding of the physical and human processes of and places in the world;
- to allow children to learn and use geographical skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and to foster in them an appreciation of what 'global citizenship' means and to increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;



- to provide fieldwork opportunities both inside and outside of the classroom, which enable pupils to better develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom alone.
- to develop a variety of other key skills, including those of enquiry, problem solving, investigation and how to present their own and group conclusions in the most appropriate way.

2. TEACHER GUIDELINES

- 2.1 Short term humanities planning will be devised by the class teacher as part of their topic using the given objectives that are stated in our school overview. This should be completed on the geography planning format and placed in each year group's planning folder on the school server.
- 2.2 The National Curriculum and the school's objectives document and progression map will be used to inform planning and ensure progression between each year group.
- 2.3 History or geography should be taught alternatively each term during topic time.
- 2.4 Each topic should include the specific objectives that have been identified in the geography curriculum overviews.
- 2.5 Each child will have a topic book which will contain their humanities work.
- 2.6 For each new topic, a knowledge organiser should be placed into each child's book. This should be referred to throughout the topic and used within lessons. These are on a school format and are saved on the school server.
- 2.7 Activities should include some collaborative work where children can investigate in pairs or small groups and share knowledge and expertise.
- 2.8 Teachers should employ open ended questioning and children should be encouraged to take an enquiry-based approach to their work. They should ensure that all strands of the curriculum are being met for their year group, including the development of fieldwork and skills.
- 2.9 Teachers should provide a range of geographical resources, representing both human and physical geography.

3. TEACHING METHODS

- 3.1 Teachers should adopt a variety of teaching methods. These would include whole class, group, paired and individual work, depending on the activity. Cross-curricular links should be made wherever possible.
- 3.2 Differentiation should be used to cater for the differing needs of all children.
- 3.3 Activities will involve open-ended questions and allow the children to explore their own ideas through their own research.

4. SPEAKING AND LISTENING

- 4.1 Teachers should continually look for and plan opportunities for speaking and listening within geography.

5. SPECIAL EDUCATIONAL NEEDS

- 5.1 All work will need to be differentiated or adapted, so that all children achieve the lesson objective.
- 5.2 All differentiation and adaptation should be shown in the short-term planning sheets.
- 5.3 Our 'SEN in Geography' document should be used to support children with SEND.

6. INFORMATION AND COMMUNICATION TECHNOLOGY

- 6.1 Children should use information and communication technology whenever appropriate in their geography work.
- 6.2 Planning and resources are available for all geography topics in Staff Share/Teaching/Curriculum and Subjects/Humanities/Geography.

7. RESOURCES

- 7.1 Topic resources, artefacts and books will be stored outside Year 4.
- 7.2 There are a range of resources available such as globes, compasses and items to support specific topics.
- 7.3 Subscriptions to The Geography Association, Digimaps and Oddizzi should be used to support teaching and develop CPD.
- 7.4 Resources are regularly reviewed.
- 7.5 If any problems with resources arise, please contact the subject leader.

8. ASSESSMENT

- 8.1 The knowledge organisers should reflect the National Curriculum objectives covered within each topic. The objectives should be taken from the current geography curriculum overview and the school's skills ladder.
- 8.2 Teachers should continually assess the children's work. Marking and feedback should follow the school's marking policy. This must include giving children the opportunity to respond to comments using a green pen.
- 8.3 Teachers should also use the geography progression map for their particular year group to help assess children's work.
- 8.4 A selection of books will be collected by the subject leader throughout the year to assess coverage and the quality of work.
- 8.5 Pupil interviews will be held regularly to review the impact of specific topics on children's learning.
- 8.6 End of topic assessments are to be done to ensure children have learnt the relevant information.

9. EYFS

- 9.1 Within the EYFS framework, geography is covered through the early learning goals: 'ELG: People, Culture and Communities' and 'ELG: The Natural World' within the 'Understanding the World' area of learning. F1 and F2 pupils are taught this through a range of direct teaching, adult led activities, child-initiated activities and continuous provision within the environment.
- 9.2 Time will be spent within the EYFS by the subject leader to ensure progression between EYFS, KS1 and KS2.

10. TARGETS

- 10.1 In accordance with the 'Assessment Without Levels' guidelines, each child should complete the objectives set out in each topic to then be considered 'secure' within their year group.

11. FIELDWORK

- 11.1 Fieldwork is integral to good geography teaching and we include as many opportunities as we can to:
- Involve children in practical geographical research and enquiry.
 - Include a range of practical geographical tasks within lessons.
 - Arrange trips to local areas of geographical interest and within our school environment to link to our topics.

12. REVIEW

- 12.1 Acceptance of this policy implies a commitment to it.
- 12.2 A review of the policy will be undertaken in the summer of 2023.

Miss Prince, Geography Subject Leader
October 2022