**Cambois Primary School**

**Geography Policy**

**Introduction**

At Cambois Primary School, we believe a high-quality geography education should engage and challenge children. Geography in primary school should ignite a spark that inspires a lifelong curiosity and fascination about the world around them. Our intention is to teach our children about the physical and human features of the Earth, encourage our children to appreciate the wonders of the world and how to protect our environment and its living things. Geography provides a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. It allows pupils to encounter different societies and cultures leading them to realise how nations rely on one another, as well as encouraging pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Pupils will experience a variety of teaching techniques to help them to develop their knowledge and geographical skills, including at least one memorable experience per topic to allow children to make the connection between their knowledge and real-life experiences.

**Aims**

The aims of Geography are:

-to inspire pupils with a curiosity and fascination about the world that will remain with them.

-to provide pupils with knowledge about diverse places, people, resources and natural and human environments

-to develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments

-to obtain Geographical knowledge, understanding and skills

-to enable children to learn and explain how the Earth’s features at different scales are shaped, interconnected and change over time

**Curriculum organisation**

At Cambois Primary School we follow a two-year cycle for our mixed aged classes underpinned by our two key drivers; possibilities and initiative. We raise aspirations, develop positive learning attitudes and provide a purpose and relevance for learning through our curriculum. Children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them. This will ultimately help every pupil at Cambois to find and develop their own personal strengths and interests. Geography is delivered using our key drivers, the National Curriculum and the Cornerstones curriculum to ensure learning is progressive, systematic and sequential. Within the Early Years Foundation Stage, Geography is taught as part of Knowledge and Understanding of the world. We want to deliver a curriculum that is creative, enriches vocabulary and improves knowledge and skills. We have built our curriculum on the research from cognitive Science and how a mastery curriculum can be achieved by thinking about how children remember and learn. As a result, our Geography curriculum is taught through Knowledge Rich Projects (KRPs), ensuring a subject-driven and knowledge rich approach to Geography. Each term is driven by a new KRP, underpinned by one of the humanities subjects (Geography or History) and taught alongside ‘companion projects’ linking directly to other subjects, skills and knowledge of the National Curriculum.

**Early Years Foundation Stage**

Within the Early Years Foundation Stage, Geography is taught as part of Knowledge and Understanding of the world. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to develop understanding. Children will observe, find out about, and identify features in the place they live and the natural world. They will begin to know about their own cultures and beliefs and those of other people. Children will also find out about their environment and talk about features they like and dislike.

**Key Stage 1**

During Key Stage 1, children will investigate their local area and a contrasting area in the United Kingdom or in other countries, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out Geographical enquiry inside and outside the classroom. In doing this, they ask Geographical questions about people, places and environments and use Geographical skills and resources, such as maps and photographs.

**Key Stage 2**

During Key Stage 2, children investigate a variety of people, places and environments in the United Kingdom and other countries and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out Geographical enquiry inside and outside the classroom. In doing this, they ask Geographical questions, and use Geographical skills and resources, such as maps, atlases, photographs, and ICT. Children will develop Geographical enquiry skills, including asking Geographical questions, collecting, and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, atlases, and plans. Pupils will use secondary sources of information with accuracy, including aerial photographs and satellite images.

**Teaching and learning**

Lessons are sequential, ensuring a progression of skills and knowledge from EYFS to Year 6. Each KRP follows a familiar four stage learning pedagogy; Engage, Develop, Innovate and Express, as well as including a memorable experience and an introductory knowledge lesson to equip children with the information they need before studying a new topic in depth.

* Memorable Experiences- children will use a range of trips, sources or artefacts to build a picture of an event, person, place or time that they will learn about.
* Engage- children immerse themselves in their theme gaining knowledge, vocabulary and understanding.
* Develop- children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding of the world.
* Innovate- children broaden their understanding of the world to promote higher order thinking.
* Express- children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.

The aspects, skills, knowledge and contexts chosen to form the substance of the Geography curriculum is underpinned by 10 big ideas, which together form interconnected threads across the curriculum allowing children to encounter and revisit their learning through a variety of subject lenses and ‘companion projects’ driven by other foundation subjects. These encounters, over time, assist children to develop skills and build conceptual frameworks that enable a deeper understanding of increasingly sophisticated information and ideas. This will also allow for teachers to ensure cross-curricular links between subjects are maximised.

When teaching Geography class teachers provide an opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children will take part in role play and discussions as well as writing. Teachers also will plan specific activities, alongside the KRP, to provide adequate development of skills, knowledge and understanding associated with Geography. The delivery of Geography will vary, and will include a range of class, group and individual activities, instruction and guidance, as well as the use of questioning and discussion. Teachers will ensure the objectives of lessons are clear to all children, and for specific groups, support will be provided by teachers and teaching assistants who will be well-briefed and able to support the children effectively. Teaching in Geography will address the fact that all children will develop their ability to learn, develop skills and apply knowledge at different rates and therefore differentiation and challenge are key focuses. As a result planning will be open-ended and include differentiated tasks set according to the ability and needs of all children. Learning will be recorded in children’s Geography books and/or their online learning platform ‘Seesaw’. Additionally, the Early Years Foundation Stage records learning and work on their online learning platform ‘Tapestry’.

**SSB (Special Support Base)**

Geography within the SSB, follows the equals curriculum, a curriculum designed for children consistently and over time working below age related expectations. The Equals Curriculum forms a broad and balanced holistic curriculum that fully meets the needs of all pupils, through pre-formal, informal, semi-formal and formal curricula.The curriculum is non-key stage specific therefore meaning teaching is tailored to each child and pupils work at levels appropriate for their developmental stage. Children’s needs and interests are considered when teaching and learning activities link to a wider theme that remains the focus for each half term. SSB records learning and work on their online learning platform ‘Tapestry’.

**Equal opportunities and inclusion**

Geography plays an important part at Cambois Primary School. All children are able to access the curriculum, achieve and make a positive contribution to the life of the school and local community. Activities and memorable experiences, planned both in and out of the classroom, encourage full and active participation by all children, matched to their knowledge, ability, understanding and previous experiences. Children have equal opportunities to develop their understanding and enjoyment of Geography regardless of their race, ability, need or gender.

**Assessment**

The assessment of children’s work is on-going to ensure that the understanding is being achieved and progress is being made to the level of descriptions in the National Curriculum. Feedback is given to the children as soon as possible and marking work will be guided by our school’s marking policy. Teacher’s own plans should indicate the focus and assessment opportunities will be identified. This ongoing assessment provides enough information to provide guidance for future teaching and learning. Assessment and evidence can be obtained by direct observation of children at work, questioning pupils, listening to their discussions and by photographing or recording their finished work/products. This allows the Geography lead and class teachers to monitor and evaluate the effectiveness of teaching and learning in Geography, to identify next steps and targets and provide children with the opportunity to share their views on Geography and discuss their work through pupil voice.

**Resources**

Equipment and resources for Geography are organised to promote effective use by pupils. Teachers demonstrate the ways in which resources are organised and pupils are expected to take an increasing level of responsibility for that organisation and look after the resources. Cambois Primary School is committed to expanding on resources and present equipment with the aim of motivating both staff and pupils to take part in activities. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing and guiding them in the safe and appropriate use of any equipment. Furthermore, the class teacher is responsible for the care of the equipment during the lesson, ensuring correct use of equipment and returning them safely after use. Any damage to resources should be reported as soon as possible.

**Roles and Responsibilities of the Subject Leader**

* To support and guide the practice of teachers and support staff.
* To ensure coverage, continuity and progression in planning.
* To monitor and evaluate the effectiveness of teaching and learning in Geography.
* To update documentation where necessary.
* To produce action plans for the School Development Plan, prepare bis and manage the budget effectively.
* To liaise and consult with outside agencies where appropriate.
* To prepare and lead INSET.
* To attend relevant INSET training.
* To review regularly the contribution made by Geography.

This policy is monitored by the Geography Co-ordinator who will collect samples of evidence of the work being produced in each classroom. Geography books will be monitored to ensure the subject is being taught effectively and that the children are making good progress. Regular scrutiny of children’s work will take place as well as regular monitoring and evaluation of planning. Lesson observations will monitor the quality of teaching implementation of planning and pupils will take part in interviews and questionnaires. All evaluation and analysis of assessment will be kept as evidence.

Signed: Ashlyn Jackson

Date: January 2024

Date for review: September 2024