

Huyton with Roby CE
Primary School
Policy for GEOGRAPHY

Date of Policy:
September 2023

Our Trust Prayer

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.

Amen

Introduction

Geography Intent Statement

At Huyton with Roby, we believe that high quality geography lessons inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. By linking learning to a range of topics, children have opportunities to discover diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

At Huyton with Roby, we intend our children:

- have a thorough understanding of what Geography is.
- develop their geographical knowledge beginning with gaining an understanding of their immediate locality, gradually building to the wider world.
- understand how their actions can positively and negatively impact on the world and environment.
- debate and form conclusions about current issues.
- gain different first-hand experiences of different cultures and to be able to compare and contrast the human and physical geographical features.

As a school we ensure that the use language is threaded throughout our curriculum. For some Geography units of work, specific books and texts can be used for research and as resources for both the children and teaching staff. The intention is that the children are aware of and use meaningful vocabulary.

We also intend to make our teachers feel secure and confident in their own knowledge and expertise as well as that of the children's.

We want children to enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We want our children to understand where they fit in the world and have a readiness for the next stage, KS3.

Aims of this Policy

Our ASPIRE curriculum:

A knowledge rich curriculum, responsive to the needs and interests of all children;

Seeking to prepare children for life;

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

Inspiring our children through exciting and challenging experiences with

Reading at the heart of our curriculum;

EMBEDDING the development of rich and purposeful vocabulary and language;

Geography is linked to Our ASPIRE curriculum in:

A knowledge rich curriculum, responsive to the needs and interests of all children;

- Lessons are planned so that the children will build on their previous knowledge and allow opportunities to revisit this knowledge and develop their skills even further.
- In each year group, the Geography plans follow the 3 same themes. Autumn term focusses on the UK, Spring term concentrates on geographical awareness of how humans impact the planet and the Summer term allows students to make comparisons between the UK and another place.
- There are horizontal and vertical links between units of work as well as cross- curricular opportunities.

Seeking to prepare children for life;

- We teach the children about how they can have a positive or negative impact on the wider world in the life choices they make.
- By using real world case studies, children can see how human geography can have an impact on the physical geography and make decisions on if they agree with how the landscape has been affected.
- Some units of work covered include the understanding of recycling, deforestation, global warming and farming.

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

- When we make comparisons to other countries or continents, there is an opportunity to discuss other cultures or beliefs and see the similarities and differences between our own.

Inspiring our children through exciting and challenging experiences with

- Field work is a great way to see geography in action and it has so many cross- curricular links especially with science. Getting out of the classroom can be extremely rewarding for children who do not always perform academically but may thrive in an alternative setting.

Reading at the heart of our curriculum;

- We use Focus texts as a basis for our teaching and are looking for texts to use in autumn and spring. In most cases, these texts allow the children to see how real world issues can have an impact on the planet and therefore give the learning more purpose.

Embedding the development of rich and purposeful vocabulary and language;

- By introducing new vocabulary in every lesson the children will progressively acquire a bank of vocabulary and have opportunities to investigate, articulate and apply meaning.
- We ensure the children have a bank of vocabulary on their knowledge organisers that they can always refer back to and we retest these words as they travel through school.

Long term planning and curriculum design:

Our curriculum is designed to be easy to follow with logical sequenced steps which will equip all children with the skills and knowledge they need to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

When planning we ensure the children can build on their understanding, as each new concept is taught with opportunities for children to consolidate and reapply their skills and knowledge throughout the year.

Each unit is planned to provide new challenges and variety to ensure we keep the children's interest at a maximum.

Geography is organised into a series of hour long whole class lessons, with all children working on the same content at the same time.

Every unit has reflection and assessment points which provides the children with an opportunity to process and articulate the concepts within the lesson before moving on to the next activity.

Our Geography units cover six main strands:

- The UK and local area
- The world and its continents
- Physical and human themes
- Understanding places and connections
- Geographical skills and enquiry through fieldwork
- Map skills

How the curriculum is sequenced towards clearly identified endpoints:

In geography lessons we provide the children with knowledge organisers which highlight the knowledge skills and vocabulary for each year group and it is progressive from year to year. New learning is based on what has been taught before and prepares children for what they will learn next. Every unit has a clear end point and an end product which children work towards on their learning journey.

Geography Implementation

Expectations for how learning should be sequenced within a topic or unit in the medium term:

The expectations for how learning should be sequenced within a topic or unit in the medium term that the progression is mapped out using DFE attainment targets to ensure all expectations are covered and re-capped throughout different units.

Skills and progression develop within the teaching type, early, intermediate to progressive.

They also are built upon and revisited across the whole of the curriculum.

What a typical “Subject” lesson looks like, including how these expectations are clear across the school:

Re-Cap/Review

To begin each lesson children should be given a short ‘quiz’, mind map, or an oral discussion based on the previous lesson. This could be 2-3 multiple choice questions, a diagram to label, a mind map or a picture for the class to discuss. This should be stuck into their books and completed before the new lesson begins.

Vocabulary

A short activity to introduce a maximum of 3 words for that lesson, this should allow children to discuss their meanings and how they would be used.

New Learning and Tasks

Where the new knowledge is taught – This could be through a variety of methods, tasks, activities – with something usually recorded in their books.

Quick Quiz

To conclude the lesson a quick quiz (3-4 questions) completed on wipe boards or discussion to bring together the key content and new learning that has been taught.

These questions could then be used as the next recap.

How we ensure that pupils ‘know more, remember more and can do more’:

I ensure that children ‘know more and remember more’ in my subject by the curriculum being designed to build on progression and skills in all 6 areas of learning.

In each spring term unit, the children learn about geographical impact on the world. As the children enter KS2, they are asked to consider how humans have a positive or negative impact on the world and by the upper KS2, we are asking the children to debate and consider how they personally have an impact. We want the children at Huyton with Roby to understand that every individual has the opportunity to shape the future and it is up to them what decisions they choose to make as they become young adults.

How the Geography curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

All pupils no matter what their ability have access to the full curriculum through geography lessons and cross curricular lessons.

The structure of the lessons include lots of visual prompts both pictures, videos and text. Each lesson involves elements of discussion and listening with some elements of written work. Written work can be differentiated according to the children’s ability should they require it.

Children are also provided with opportunities to work collaboratively in mixed abilities.

Geography Impact

Overview of Geography assessment procedures. including the expectations of teachers using both formative and summative assessment:

To begin each lesson children should be given a short ‘quiz’ based on the previous lesson. This could be 2-3 multiple choice questions, a diagram to label, a mind map or a picture to discuss. etc. This should be stuck into their books and completed before the new lesson begins.

The final lesson of each unit should be an exit task based around a question that allows children to draw on and apply everything they have previously learnt throughout the unit.

These exit tasks could be a short quiz, labelling a map, making a poster or answering lengthy questions. As with English, the children can and should have word mats etc that they can refer to.

The teacher then completes a one page assessment on the class highlighting children working above and children working below the expected standard.

Monitoring arrangements, including the impact:

Teachers will assess throughout the unit and adapt their planning according to the needs of the children. They will then record which children are working towards the expected standard, or exceeding the expected standard under the overview of the units. This will then inform the next

teacher and parents accordingly. Teachers are able to use previous year group assessments to inform and adapt planning if necessary. Geography will be monitored by having regular book looks across the key stages, lesson observations, talking with pupils about their topics and liaising with teachers to ensure all areas of planning have been covered.

Geography in EYFS





In the early years all teaching is topic based and centres around seven areas from the ‘Development Matters’ curriculum with 3 Prime and 4 Specific areas. The Prime areas are: Communication and Language, PSE Development and Physical Development. The Specific areas are: Literacy, Maths, Understanding The World and Expressive Arts and Design. Geography falls into the ‘Understanding The World’ category and focuses on two ‘Development Matters’ statements which are


- Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them. (The Natural World)
- Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories , non fiction texts and maps.(People, Cultures and Communities)

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

I keep my knowledge up to date by attending CPD training with central collaborative Knowsley. I update staff with suggested sites to boost subject knowledge and pass on teacher support notes to ensure high quality learning.

We are also signed up to the Geographical Association which is available to any staff if they feel they need more resources to help plan/ teach units of work

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| Long Term Plan |  Long Term Plan Geography with fie |
| Medium Term Plan EG |  Year2 incredible journeys medium tern |
| Concept Map |  progression map.docx |
| One page subject overview |  One page geography overview (1).docx |

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| Knowledge Organisers EG |  <p>Incredible journeys Knowledge Organiser</p> |
| Assessment | <p>The final lesson of each unit should be an exit task based around a question that allows children to draw on and apply everything they have previously learnt throughout the unit. The class teacher will complete a simple assessment sheet which only indicates the initials of pupils working towards or above expected.</p> |

POLICY REVIEW AND REVISION SCHEDULE

Review Schedule

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|------------------------|------------------------------------|
| Policy Author | J Ryder |
| Policy Approver | Headteacher / Local Governing Body |
| Current Policy Version | |
| Policy Effective From | September 2023 |
| Policy Review Date | Annually - |

Revision Schedule

| Version | Revisions | By whom |
|---------|----------------------------|-----------------------|
| 1.0 | Original document produced | Subject Leader - name |
| | September 2023 | J Ryder |
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