

# Oak Meadow Primary School

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## Policy: Geography

*From tiny acorns mighty oaks grow.*

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## **Curriculum Statement - Geography**

### **Intent**

Geography is, by nature, an investigative subject that provides answers to questions about natural and human aspects of the world. At Oak Meadow, children are encouraged to develop a greater understanding of the world, as well as their place in it. The Geography curriculum enables children to develop knowledge and skills that are progressive and transferable to other curriculum areas. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We also aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### **Implementation**

Geography at Oak Meadow is taught in topics throughout the year. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical Geography, with accuracy and confidence.

Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. 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. Cross-curricular outcomes in Geography are specifically planned for, where appropriate. The local area is also utilised and teachers plan for opportunities to learn outside the classroom.

### **Impact**

Outcomes in topic workbooks and floor books evidence a broad and balanced Geography curriculum. As children progress through the school, they acquire key knowledge and skills and develop a sound knowledge and understanding of both human and physical Geography. Children appreciate their local area and its place within the wider geographical context. Children gain an appreciation of life in different societies and develop a sense of other cultures and how nations rely upon each other. At the end of each year, children achieve age related expectations in Geography and retain the knowledge and skills learnt from each unit of work.

### **Skills Progression**

Teachers have identified the key knowledge and skills for each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for KS1 and KS2 Geography Skills Progression.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At Oak Meadow, we use summative and formative assessment to determine children's understanding of key geographical knowledge and 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 their understanding.
- Providing effective feedback, including interactive marking through green pen questions, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- 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 pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable learning objectives for each lesson which children and teacher's review against the agreed success criteria.

At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in Geography is formally reported to parents at the end of the school year in the end of year report.

### **Early Years**

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

### **Cross – Curricular Links**

Geography is a subject that touches on many other areas taught in schools, from Mathematics to Art. For example, a link may be made to compliment both Geography and Maths lessons to teach co-ordinates. Cross-curricular outcomes are identified prior to teaching. The local area and school grounds are also utilised where appropriate to provide relevant opportunities to learn outside the classroom.

### **SMSC Development**

Spiritual education in Geography inspires awe and wonder at the natural world and its features such as rivers, mountains, hills, volcanoes and the effect of weather and climate. Moral education in Geography provides opportunities for children to research topics such as deforestation and consider the extent to which these issues arise as a result of human exploitation of the natural world. Social education in Geography involves the study of real people in different societies and allows children the opportunity to make comparisons with their own locality. Cultural education provides opportunities for children to develop a sense of other cultures, their similarities and differences, and to recognise how nations rely upon each other.

## **Diversity**

Through Geography, children learn about the diversity of national, regional, religious and ethnic identities; teachers encourage pupils to think about issues, problems and events and to use their imagination to consider other people's experiences.

## **Planning and Resources**

Geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of Geography topic books to support children's individual research. Children can also use ICT resources to support their learning. In addition to this, class teachers may develop displays where artefacts, images and produced work can be displayed. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically. Teachers have identified the key knowledge and vocabulary that is to be taught, as well as the skills that are to be developed across each topic. These are also outlined on each topic medium term plan which makes explicit links to the National Curriculum 2014.

## **Subject Essentials**

Each term, children will have completed all objectives linked to their Geography topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work in topic books and floor books, QR codes, photographs etc. All work will be marked and children will be expected to have spelt key geographical vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

## **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure that a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Geography.
- To ensure progression of the key knowledge and skills identified within each unit and ensure that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of Geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the Geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

## **Inclusion**

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

## **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the Geography curriculum. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives which are relevant to the subject. Reviews of action plans are sent to the governors each year and the governors meet with subject leads and provide link governor reports to the governing body annually.

## **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as field trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.