

Chuter Ede Primary School



~ Geography Policy ~

Spring 2024

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

Written by	Geography subject leader
Date for Review	Spring 2027

CHUTER EDE PRIMARY SCHOOL – Geography Policy

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AIMS

Geography involves pupils in exploring the relationships and interactions between people and the environments in which they live in and they depend on. Many of the pupils at Chuter Ede Primary School and prospective pupils will live to see the next century and inhabit a world of 11 billion people. Opportunities and challenges that will arise during their lifetime will be about geography. From adapting and mitigating the importance of climate change to predicting natural hazards e.g. tsunamis and earthquakes, to understanding causes and effects of migration around the world. The practise of geography helps and prepares them for life in the 21st century with all of its currently unknown possibilities. We seek to develop young geographers who are able to understand the kind of questions geographers ask e.g. why is this place like it is, how is it changing and what will be the costs and benefits of those changes when they happen?

The National Curriculum aims to ensure all pupils, *'develop a contextual knowledge of location of globally significant places, understand the processes that give rise to key physical and human characteristics, are competent in the geographical skills.'* Therefore, in line with the statutory requirements of the school curriculum, Chuter Ede Primary School commits to ensuring that every pupil in every year group has a regular and appropriately challenging and engaging learning experience in Geography. We ensure that what our pupils learn in Geography and how they learn it not only inspires and stretches them intellectually, but contributes to their spiritual, moral, cultural and physical development.

Our aims are:

- Develop pupil's sense of place and space. Pupil's will not only learn about the variety of human and physical aspects of the Earth's surface, but will have opportunities to question what a place is like, how has it changed or is changing, how do they feel about a place and understand the space that they live in relation to the world around them.
- Ensure pupils have secure core knowledge about certain places or an area of Geography to inform their understanding and progress their learning.
- To help pupils develop an informed concern about the quality of the environment and future of our habitat.
- Enhance pupils' sense of responsibility for care of the planet, its people and secure their commitment to promoting sustainability.
- Expand pupil's critical thinking skills by providing opportunities for them to ask questions, voice opinions, debate, research and present ideas.
- Provide opportunities for pupils to actively engage in Geographical enquiry. Exploring issues within Geography and using information to develop their understanding and present well-evidence geographical arguments.

TEACHING AND LEARNING

At Chuter Ede we have created an outcomes driven curriculum, which recognises the importance of identifying what we want our pupils to know and do in Geography and the intellectual outcomes that we intend them to achieve by and through their learning. As pupils progress as geographers, we recognise that our expectations of them must be focussed on the following progression in subject outcomes:

Recognise – identify – respond – express – basic subject vocabulary

Describe – observe – reason – select – speculate – appropriate subject vocabulary

Classify – categorise – sequence – compare and contrast – views and opinions

Understanding through informed explanation and synthesis – specialist subject vocabulary

Highlight and explain links, patterns processes and interrelationships

Apply – research conclusions – make judgments

Evaluate – critique – predict – reflect – hypothesise

These expectations are never confined by a pupil's stage of learning but we ensure that in Foundation and Key Stage 1, our core subject expectations enable pupils to learn and consolidate the fundamental attributes of being a geographer. At this stage, there is a particular focus on recognise, identify, respond, express and basic subject vocabulary.

During lower Key Stage 2, our expectations increase as we challenge our pupils not only to know more but to master more demanding subject outcomes. At upper Key Stage 2, our expectations are that pupils will more regularly and consistently apply information that they have learned in other contexts to make links and identify patterns.

Geography throughout Chuter Ede appears as three individual units per year group. Each unit has been planned to be both progressive in skills and knowledge from one another but also from the previous year. To ensure that right from Foundation to Year Six, pupils Geographical learning is built upon and expanded. *The Geography Long Term Substantive Plan* lays out each unit to be taught in which year group, whilst specifying the key substantive learning outcomes that need to be covered. *The Geography Long Term Disciplinary Plan* establishes the key geographical skills that need to be covered in each year group. All units within the Geography curriculum have an accompanying medium term plan to ensure that both the specific substantive and disciplinary learning outcomes are covered for each unit. The medium term plan provide suitable, secure and engaging opportunities, ideas and resources so that each unit can be taught and learnt at the appropriate level for each year group.

The National Curriculum states that by *'the end of Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.'*

Each unit of learning aims to cover the four areas of Geography stated in the National Curriculum:

- Locational Knowledge
- Place Knowledge
- Human and physical Geography
- Geographical skills and fieldwork.

The content of each of these four areas progresses from KS1 to KS2 and each unit of learning covers the curriculum statements of what 'pupils should be taught.' As a result practitioners are aware of how the content they are teaching links to the national curriculum and can be certain that each unit covers all areas of geography that should be being taught at that point in a child's geography journey.

Geography is recorded within Geography books for Key Stage 1-2 and through observations and child initiated learning in children's learning journeys for the Early Years Foundation Stage. Learning evidence which is more practical should be recorded through photographs, child's home learning or field work sheets within books. Marking and feedback should fall in line with the *Marking and Feedback Policy*, but should provide evidence which enables the practitioner to assess the child accurately against the *Substantive and Disciplinary* learning outcomes. Geography is taught by all class teachers, whilst resources, educational research, CPD support on geography is to be provided by the subject leader.

RESOURCES

There are a variety of resources used within geography. Atlases and maps which are in line with the National Curriculum and are up to date as of 2022 are stored within the library and are readily available. Digimaps online continues to be a great resource within Geography and a training email can be re-watched to aid understanding and teaching with Digimaps. The Library has both fiction and non-fiction books which provide information and stimulus for each year group and their particular geographical focus. Online resources and list of online links, including books, are stored on the *One Drive, 2023 Curriculum Planning, and Curriculum Supporting Resources* and can be accessed by all who have access to a Chuter Ede email.

EQUAL OPPORTUNITIES

All children will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Adaptation	Challenge
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly	-The use of appropriate vocabulary at varying levels of difficulty during lessons -Providing resources and support in the way that enables all children to access the learning e.g. buff paper, pre-teaching, focus groups -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry

ROLES AND RESPONSIBILITIES

The **Subject Leader** is responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the curriculum overview
- Developing and reviewing the subject specific skills and vocabulary lists for each year group
- Acting as the subject specialist within the school to provide consultation on curriculum development, classroom teaching and updating staff on subject developments
- Working with the SLT to monitor the subject: informal monitoring to ensure consistent application of the subject policy and curriculum overview; collecting pupil voice; and addressing teacher's needs.
- Managing the provision and deployment of resources
- Creating and reviewing a subject action-plan
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Planning lessons which enable the children to SMILE and follow the curriculum overview
- Feedback and assessment
- Following the relevant policies

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Meeting the statutory requirements for the subject
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for the subject co-ordinator to fulfil their responsibilities

HEALTH AND SAFETY

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.

MONITORING AND EVALUATION

Marking and Feedback: Teachers will follow the *Marking and Feedback Policy*. Feedback will focus on the skills and knowledge of the lesson and when appropriate will make links to the English curriculum.

Reflective Assessment: Teachers will assess their children against the skills progression documents. This information will be used by subject leaders and class teachers to inform planning, provision and opportunities.

Informal monitoring: During Department Meetings, teachers will have the opportunity to share practise and evidence will be collected by the subject co-ordinator. 'Learning walks' and pupil voice will also allow the subject co-ordinator to assess the quality of provision. When available, books will be taken to the family of schools for moderation.

Evaluation: The subject co-ordinator will discuss any finding or developments to SLT and staff to progress the subject and ensure pupils are receiving the highest quality of education. They will update the action plan to reflect any findings.