



Geography Policy

2024

Rationale

Geography stimulates curiosity about the environment and features found in Britain as well as how this may differ with areas from across the world. Geography also provides the children with an understanding about where countries are found, famous landmarks and how to use a range of skills, including reading maps. Through the teaching and learning of Geography at our school pupils will develop an understanding of Britain and the wider world. Through the learning of geography skills pupils will be able to further their own exploration of the world in which we live.

Intentions

- To provide children with a skills-based and knowledge-rich curriculum with strong links to science, engineering and the wider curriculum.
- To develop a fascination of Britain and the wider world and become curious about how the world is different for other people.
- To engage all pupils through linking ideas to a range of practical activities.
- To develop children's ability to question and discuss how different regions of the world are different and similar.
- To develop their geography skills so that they can use this approach with any location/area.
- To broaden our children's understanding of Geography through visits, visitors to enhance their learning experience.
- To promote a wider understanding of the many diverse cultures around the world as well as embedding a strong sense of British values.

Geography Teaching and Learning

Geography is taught regularly throughout the school during the spring term, within the Explore project. The children will use a philosophical question to help draw links with the wider curriculum. During the Explore project, geography is the key focus and each year group will have chosen a location to study or a key geographical issue.

Key Skills

Children will be taught using a skills-based approach, but this approach will be knowledge rich. Children will be taught skills in the following areas of Geography:

- Enquiry skills
- Direction/Location
- Drawing maps
- Using maps
- Scale/distance
- Perspective

They will also be expected to learn and remember key information (sticky knowledge) that has been selected by the class teacher.

Assessment

We are confident our curriculum is successful in the teaching and learning of Geography through a variety of monitoring and feedback activities which have taken place through school.

For each 'Explore' project the children's geographical skills will be evaluated at the beginning and end of each project. Each year group will have their own assessment sheet which will be completed at the beginning and end of each topic and stuck into books, so that the progress in learning is shown.

Teachers are expected to continuously assess learning throughout lessons and therefore the assessment of impact upon learning will be an ongoing process. This follows in line with the school marking and feedback policy, where most feedback will be given verbally at the most immediate/ convenient point.

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Children will respond to feedback in pink pen.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Resources

Learning resources are kept in the resource room. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

In the resource area resources are organised in boxes, which are linked to themes. These resources should be returned in this way.

Safe practice

We accept a responsibility for the planning of safe activities in Geography. Local walk risk assessments will be followed, with parent's permission obtained at the beginning of the year.

Children will be taught how to stay safe when conducting local activities and reminded of these on each trip. Staff will undertake pre-trip visits as necessary to be confident in the route.

Children will be taught how to use all of their equipment safely in and out of the classroom. Any equipment found to be faulty or dangerous will not be used, but will be disposed of in an appropriate manner.

Vocabulary

At Spire Junior School, we are always aiming to improve our children's use of vocabulary and broaden their understanding of words. Therefore, through our

teaching, Knowledge Mats and activities, our Geography teaching aims to constantly improve our children's understanding of geographical vocabulary. To aid this further, Geography lessons should make use of a variety of resources, such as texts, news extracts, maps and atlases or a vocabulary task to embed understanding.

Roles and Responsibilities

The teaching of Geography is the responsibility of all teachers within the school. The head teacher and Geography lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of Geography throughout the school.

The Geography co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated geography curriculum will be reviewed by the co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of geography, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.