

Holy Cross RC Primary School



Geography Policy

Signed _____ [Headteacher] Date October 2024

Signed _____ [Chair of Governors] Date October 2024

Next Review Date October 2027

Introduction

This policy outlines the teaching, organisation and management of geography taught and learnt at Holy Cross Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography subject leader.

Geography Curriculum Intent:

- To ignite a curiosity of their surroundings, broaden the children's knowledge of the wider world and understand the interaction between physical and human processes.

Implementation

- Weekly geography lessons for approximately half the academic year.
- Cross-curricular links are frequently made with different subjects such as Art and DT, science and English.
- Field work in the local area and wider areas of Bristol.

Impact

- Pupils will develop a broad knowledge of different places across the world.
- Pupils will have gained practical geographical skills, which they will use in other curriculum areas and later on in their education.

Aims

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Teaching and Learning style

Topics have been allocated to each year group to enable cross-curricular links and can be seen in the long-term overview and the progression of skills document. The mode of working in geography is a mix of class teaching, cooperative groups and individual work. Groups are usually of mixed ability and pupils are encouraged to communicate their findings in a variety of ways.

Timetabling:

One hour per week in the afternoon – on your class timetable.

This should be a skills lesson / a longer topic write may be planned using these skills in English books (usually on a Friday).

Planning

Staff to use the templates in most recent Humanities folder, there is a scheme of planning for teachers to use or adapt.

Each year group has developed planning for each topic and updates these yearly in line with the needs of their class.

The **History and Geography overview** provides teachers with an outline of each topic for every term. It tells the teacher whether the topic is history/geography based and the substantive and geographical skills to be taught within that topic.

With regards to the planning, teachers should aim to include a local feature within each set of topic lessons where possible. This is what the perspective part refers to under each lesson in the planning. (local/national/international).

The **enquiry skills** refer to the skills that will be taught during the lesson as opposed to the knowledge you want them to remember (**substantive**).

There is another document called **progression of skills in geography** to show staff what these skills may look like for each year group.

There is a login for the Royal Geography society to aid planning.

Marking

Self-marking where appropriate.

Pink ticks for what the children have done well/correctly.

Green pen to address misconceptions, key vocabulary spelt wrong, countries mislabelled, key errors in dates or times etc.

NO NEED to write a WWW or EBI for every piece of work.

One topic write per term with a WWW and EBI.

Differentiation:

Use pictures, matching activities for SEND chn where they may struggle to access written skills work.

Higher children are challenged by extension questions.

Annual extras:

International Week

Trips linked to Topic

Workshops in school

How is children's work recorded?

Topic books for skills

English books for extended topic writes

Displays

Key vocabulary for every topic on display.

A world map/globe is also helpful.

Assessment:

Formative throughout the year.

Cover sheets - Children to complete the assessment questions at the end of the term and teachers to highlight WT, WA or Working above.

No need to highlight anything else.

Topic write at the end of each topic where children have the opportunity to answer the overarching topic question and use substantive and enquiry skills within this. Teachers to mark with WWW and EBI.

Assessment sheet to be filled after every topic with children's initials under Working Towards, Working At, Working Above.

Cross curricular writing

The skills that children develop in Geography are linked to, and applied in, every subject of our curriculum. The children's skills in Geography enable them to communicate and express themselves in all areas of their work at school.

Mathematics

Geography has strong links to mathematics with the use of co-ordinates, grid reference and directional language. These should be incorporated across the curriculum.

Resources

There is a range of resources to support the teaching of Geography across the school. All classrooms have access to maps and atlases. All classrooms have a topic area with a selection of books based around their Geography topic. Children have access to the Internet through laptops and ipads. Access to the Internet is also available in school. The library contains a range of books to support children's individual research. All classrooms have an interactive white board.

Monitoring and Evaluation

It is the responsibility of the subject leader to:

- to develop, implement and review an action plan for geography
- to monitor geography throughout the school
- to encourage staff to provide effective learning opportunities for all pupils
- to develop valid activities appropriate for children at different stages of development, which enable pupils to progress in the subject.

In order to monitor standards and progress the following systems are in place:

- The Subject Leader is given time to observe lessons, monitor planning and give oral and written feedback, and also to see children's work and carry out book scrutinies.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENDCO) throughout the year.
- The school's Geography Action Plan is reviewed and updated annually by the Subject Leader and Leadership Team