



Neatishead and Salhouse Federation

Geography Policy

To be reviewed annually	Neatishead & Salhouse Federation Primary Schools
Last reviewed	Feb 2018
Due for review	Feb 2019

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Geography Policy

1. Introduction:

At Neatishead and Federation, the Geography curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception classes and Fledglings.

2. Values:

Our Christian core values of respect, responsibility, perseverance, courage, compassion and trust are embedded in all we do.

We seek to share and enjoy our learning making it as much fun and as relevant as possible providing a joined up learning experience for children through an aspiring curriculum which takes account of children's interests.

Every child is valued as an individual; we aim to nurture enthusiastic, independent, resilient and confident children who will develop life-long learning skills.

We support the emotional, physical and cognitive development of every child in a nurturing environment adopting the THRIVE approach and encouraging them to be creative, unique, open-minded, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

3. Aims:

To ensure all pupils by the end of Key Stage 2:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

➤ **4. Pedagogy and Curriculum**

Early Years:

Children will begin to develop an awareness of geography through activities linked to 'Understanding the World' as outlined in the Early Years Foundation Stage Curriculum.

Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

5. Assessment for Learning:

Formative Assessment

Formative assessment is a crucial element in children's learning. It is intrinsic to Assessment for Learning - the improving of learning through assessment.

Within geography, teachers will:

- Set geographical learning goals for the children.
- Discuss these goals with the children so they understand what they are aiming for.
- Take the learning goals from the knowledge, skills and understanding laid out in the National Curriculum geography guidance.
- Use open-ended, interesting geographical questions and scaffold their learning to help them succeed.
- Give frequent feedback to children about how they are doing and how they can improve.

- Actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance.
- Use on-going informal assessment (based on observation; discussion; questioning; written work) to adjust teaching and progress the children's learning.
- Notice that speaking and listening are central to formative assessment.

Summative Assessment

Pupils are assessed at the end of KS1 and KS2 against the following criteria:

KS1 criteria:
Demonstrates a knowledge of their locality, UK and world
Understands and uses subject specific vocabulary relating to human and physical geography
Uses geographical skills including first hand observations to develop locational awareness
Uses geographical skills including first hand observations to develop place awareness

KS2 Criteria
Demonstrates a knowledge of their locality, UK, Europe, North and South America
Has a knowledge of significant human and physical geographical features across the world
Confidently uses geographical skills and tools to enhance their knowledge of location and place
Use of subject specific vocabulary and geographical terms

Progression

Pupils across all years complete an identical activity annually. Teachers analyse pupils' responses looking for evidence of progression across year groups and using analysis to inform planning. (This approach to evidencing progression will be adopted at Neatishead during 2017-2018 and at Salhouse 2018-2019)

6. Environments for Learning:

Creative ways will be found to enhance school spaces to support the teaching and learning of geography. The library will be appropriately resourced. Visits, visitors and resources will be used to support a geographical understanding of location, place

and human and physical geographical features. Cross curricular themes will be used to support the teaching and learning of geography.

7. Pupil and Family Support:

Inclusion

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning. Our geography curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Home Learning

Regular 'Parent Plans' are shared with parents and carers by each class teacher with guidance on home learning activities which will support learning.

Reporting

Regular Structured Conversations/Parents' Consultations are scheduled when pupils' progress and attainment are discussed and targets set. A formal written report is issued at the end of the academic year.

Health and safety

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

8. Roles and Responsibilities:

Leading

The teaching team in each school work collaboratively to lead and develop the geography curriculum.

Monitoring

The headteacher, senior leadership team and governors monitor the effectiveness of the geography curriculum.

