# Geography Policy

**Subject vision statement (III statement from website)**

**Why do we teach what we teach? (Our intent)**

Geography is perhaps one of the most versatile and cross curricular subjects there is. We can find links to geography in most areas of the curriculum from poetry, music and art to maths, science and even P.E.! Geography is about everything we do and see in our local community and the wider world. From studying the natural world around us to understanding our impact on, responsibility and role in shaping the world in which we live, geography opens eyes and minds to enable pupils to grow into resilient, questioning and resourceful members of the world. Our aim is to equip the children with the knowledge, skills and vocabulary needed to enable them to take ownership of their own enquiry based learning.

**How do we teach it? (Our implementation)**

At Oak Green we teach geography in a progressive sequential way that enables children to continually build on their geographical skills, knowledge and vocabulary. Each lesson, the geography objectives are clearly set out and shared with the children, followed by a retrieval of their previous learning. In Early Years, children learn through our WOW lessons as well as an enriching continuous provision where children independently develop and harness those geographical knowledge and skills through 'understanding the world' activities. Through this provision, in each topic we'll have a geographical element through exploring the natural world, people culture and communities, and other cultural capital learning opportunities. In Key Stage 1, children will use geographical skills to conduct simple fieldwork of the school and it's grounds. They will develop their locational knowledge of countries, continents and oceans. They will also learn to identify seasonal and daily weather patterns in the UK and learn about hot and cold parts of the world. As they move up to Key Stage 2, they will develop their geographical skills by collecting, analysing and interpreting a range of data they have gathered through their field work (including map work, numerical quantitative skills and writing). Children will build on their locational and place knowledge of the wider world by making comparisons between key physical and human characteristics, studying environmental regions and the Earth's features.

**What is the difference that this makes? (Our impact)**

The impact that learning in geography has on our pupils, is not only knowledge gained during their time at school, but also an impact on their lives and roles in society and the world as they leave our school and progress beyond. Through this strengthened understanding of their locality, children will further develop their sense of identity, community and respect for the world we live in. Through teaching an ambitious geography curriculum, children will leave Key Stage 2 with the confidence to design and conduct field work, problem solve and make informed decisions based on their geographical knowledge, preparing them for secondary school.

**Teaching and Learning (including planning and resources)**

**EYFS**

In EYFS, children learn elements of geographical knowledge and skills through the Understanding the World area of the EYFS specific areas (Early years foundation stage (EYFS) statutory framework). This is devised through strands of: Humankind, Processes, Investigations, Materials, Nature, Place & Space, Comparison, Significance and Change. In Nursery and Pre-school, the topics: Exploring Autumn, Starry Night, Puddles and Rainbows, and Shadows and Reflections, as well as, in Reception, the topics: Ready Steady Grow, Signs of Spring, Animal Safari and Creep, Crawl and Wiggle are all topics with huge exposure of geographical content. Teaching of this occurs through our WOW lessons and extensive continuous provision, in which children learn about different countries and cultures, people, places, animals

and the natural world, all through self-discovery and play through the three characteristics of effective learning: playing exploring, active learning and creative and critical thinking.

The NC Programmes of Study for KS1 and 2 describe a sequence of knowledge and concepts: Locational knowledge, Place knowledge, Human and Physical knowledge, Geographical skills and fieldwork.

**KS1**

Throughout KS1, pupils develop knowledge about the world including learning about the four countries of the United Kingdom (including their capital cities) and the world's seven continents and five major oceans. In addition, they will look at geographical similarities and differences in both human and physical geography of Aylesbury and Somalia. Children will develop their geographical skills and fieldwork through first-hand observation of their local area, use of simple compass points and directional language, using world maps and globes to identify hot and cold places in relation to the equator and the poles.

**KS2**

During KS2, pupils will extend their locational knowledge and understanding beyond the local area and the United Kingdom to include: Europe, North and South America and the wider world. Children will build on their knowledge of place from KS1 by making comparisons between geographical regions within different countries, developing knowledge of biomes and climates and studying settlements, land use and the distribution of natural resources. Children will broaden their understanding of topography through studying rivers, mountains, volcanoes and vegetation belts. They will build on their locational knowledge by learning about lines of longitude and latitude, the tropics, the hemispheres and time zones across the world. Throughout KS2, children will further develop their geographical vocabulary and skills; they will be able to use four and six figure grid references and eight compass points to locate areas in an atlas or on a map (including digital mapping), use map keys and symbols to identify physical and human features of land and use field work to observe, measure, record and present both human and physical features and understand changes over time.

**Assessment**

Assessment for learning is a continuous process. Teachers make formative assessments during units of work through: listening to children's discussion and oral contributions, start and end of project assessments, observation and marking of learning and through children's responses to feedback and self-assessment. All of these strategies inform subsequent planning. Within each unit of learning, children are continually making links back to prior knowledge, building on their current knowledge and looking ahead to the next steps in their learning journey. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At the end of each year, teachers use summative assessment to update the school's tracker system based on the formative assessment and learning throughout the year.

**Equal opportunities/ Inclusion**

Geography is made accessible and engaging to all students across the school and suitable provisions are made to support children with additional needs (including special educational needs and English as an additional language). All children are challenged through ambitious provision and high quality teaching and adjustments to units of work are made where required. These include: scaffolding learning, targeted adult support or intervention strategies and use of concrete objects to support learning. At Oak Green School, we encourage language rich environments across all areas of the curriculum through explicit teaching of subject specific vocabulary, key words being an integral part of classroom displays, building on vocabulary previously taught and cross-curricular links.

**The role of the subject leader and monitoring standards**

School expectations for subject leaders to promote professional leadership and management of subjects are fully outlined in the 'Job Description for Curriculum Subject Leader' and relevant Job Specification. The Subject Leader's role is to secure high quality teaching, effective use of resources and ensure planning meets the requirements of the school's agreed curriculum enabling the highest standards of achievement for all pupils.

Objectives for subject leadership include:

- to ensure pupil entitlement to the National Curriculum
- to monitor teaching across the whole school and provide support for and development of the subject where appropriate
- to foster enjoyment and satisfaction in the study of the subject
- to enhance the teaching of the subject

**To be read with (other policies):**

- Curriculum Policy
- Teaching and Learning Policy

**Monitoring and review**

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