



## St Giles C of E Primary School

### Geography Policy

*'You must love one another as I have loved you.'* John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, **'learn to love and love to learn'**, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

***Learn to Love – Love to Learn***

*'You must love one another as I have loved you.'* John 13 v 34

**Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 28 (right to education)** Every child has a right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### Rationale

This policy outlines the teaching, organisation and management of Geography taught and learnt at St. Giles' C of E Primary School.

Geography lessons should inspire in pupils a curiosity and fascination about their surroundings, the wider world and its people. At St Giles', we believe that a high-quality Geography education will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our curriculum provides children with the opportunity to develop a greater understanding and knowledge of the world, as well as their place in it; increasing the children's knowledge of the different communities and cultures surrounding St Giles through inquiry-based learning. Children are encouraged to ask questions and seek solutions to environmental problems within St Giles' school and the wider community. This will ensure that children understand their role in creating a sustainable world and will develop an awareness of how different communities and cultures can

work together to achieve an environment based on respect and tolerance, consequently children will understand what it means to be a positive citizen in a multicultural community and country.

Pupils are not only taught geographical content, they are provided with various opportunities to develop their geography skills, including working with: maps, globes, diagrams, aerial photographs, IT, statistics and data collected through fieldwork. The Rising Stars units we study offer key opportunities to develop such skills, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. At St Giles', we recognise that all pupils are entitled to access the Geography curriculum at a level appropriate to their individual needs and fieldwork opportunities may have to be adapted to take into account pupil's requirements.

The implementation of this policy is the responsibility of all teaching staff at St Giles' Primary school. The monitoring and reviewing of Geography is the responsibility of the Subject Coordinator.

### **Aims and objectives**

At St Giles' we ensure that all pupils fulfil the aims for Geography derived from the National Curriculum (September 2013), these are to:

- 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.

### **Implementation**

Teachers create a positive attitude to Geography learning within their classrooms and emphasise high expectations for all of their pupils. Our whole school approach to the teaching and learning of Geography involves the following:

- At St Giles' C of E Primary School Geography is taught as a discrete subject in KS1 and KS2. The class teacher teaches Geography in three topic blocks. In EYFS, Geography is included in the teaching of half-termly Cornerstones Projects, using the resource Curriculum Maestro.
- Subject leads and teachers have identified the key knowledge and skills required for each topic and have considered how they can ensure progression across the year groups and throughout topics.
- We follow the **The Rising Stars Geography** scheme of work that provides complete coverage of the **2013 Geography National Curriculum** and supports teacher workload.



- The Geography curriculum provides children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum, as well as well-planned repetition and retrieval practice to ensure secure foundation of Geographical knowledge and skills.
- Enquiry questions are used as the basis for each lesson and provide context for the learning; they are used as a tool to form the learning objectives. The questions allow pupils to begin to consider and make judgements about the world around them.
- Opportunities for learning outside the classroom will be embedded in the curriculum: children will be given the opportunity to undertake purposeful fieldwork and will experiment with communicating their findings in a variety of ways. We use the school grounds, the local park and the local area in a variety of ways to help children develop geographical skills.
- Questioning is used as a tool to assess pupils' understanding, to address misconceptions and stretch and challenge more-able learners.
- A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts.
- End of Unit Quizzes and key assessment opportunities are carried out at the end of a topic and allow children to display their learning and understanding of the topic and the relevant geographical skills.
- KAPOW and the Geographical Association are used to supplement the Rising Stars resource to further ensure children make progress throughout the curriculum.

### **Impact**

As a result of high quality Geography teaching, pupils at St Giles will:

- Be enthused by Geography and the visits, workshops and fieldwork opportunities they have experienced. They will be engaged and active participants in lessons.
- Have a clear understanding of what Geography is and the importance and value of studying the subject.
- As children progress through the school, they will develop a greater understanding and appreciation for their local area and its place within the wider geographical context.
- Work in books and discussions with children will evidence understanding of the knowledge, skills, concepts and specialist vocabulary taught. Books will evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge.
- Work in books will be of the same high-quality as that of other subjects, demonstrating the same high expectations required by the teachers.
- The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive, builds on prior knowledge and understanding, and supports children in producing outcomes of the highest quality.
- Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more-able children.
- Pupil voice will be used to assess the pupils' progress, their geographical understanding and application of skills needed to become a Geographer.

## Assessment

Assessment for learning is continuous and considered throughout the planning, teaching and marking. We use summative and formative assessment to determine children's understanding of key Geographical knowledge and skills.

### **Formative Assessment of Geography**

- Questioning is used as a tool to assess pupils' understanding, to address misconceptions and challenge more-able learners.
- Stretch and challenge questions are used to challenge more-able learners by giving them opportunities to think more deeply about the concepts they are learning.
- Whilst marking work, teachers consider each individual pupil's ability to respond to the lesson's learning objective and will subsequently evaluate and adapt further lessons as a result of this.
- Provide effective feedback, including immediate and verbal feedback, where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation. Next step marking will be used to further challenge the pupils and ensure they meet the learning outcomes.

### **Summative Assessment of Geography**

- **Rising Stars Geography** End of Unit Quizzes are completed at the end of each topic. Quizzes assess children's understanding of the content and vocabulary they have encountered throughout their lessons.
- Key assessment opportunities are embedded into the end of all topics and allow pupils to display their understanding and knowledge of the topic and at least one key Geographical skill. Assessment methods and the children's recorded work should be varied (podcasts, protests, geographical debates).
- Teachers use work produced in lessons, questioning, End of Unit Quizzes and the assessment work to highlight the assessment grid for their topic; highlighting if a pupil is working below, working at or working beyond for each skill taught in their topic.
- Teachers use this information to make an overall summative judgement on Educater at the end of Autumn, Spring and Summer terms.

## Resources

- Teachers should adapt online resources provided by **Rising Stars Geography** to suit the needs of their class, creating their own as needed. KAPOW and the Geographical Association can be used to supplement Rising Stars.
- Topic loan boxes of resources and books are provided for each topic and ordered by the subject coordinator from Wolverhampton Library Education Service. This allows pupils to handle and observe a range of sources to support their learning.
- Whereby books and resources cannot be sourced from the Library Education Service, quality websites are used to engage and support pupils' understanding: Google Earth, National Geographic, the Geographical Association etc.
- Each class library holds an extensive range of non-fiction books for most of the topics taught. These are freely available for staff to access and display and share in classrooms.

### **Teaching Geography to children with Special Educational Needs.**

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs and teachers plan, resource and teach in line with our whole school policy: to enable all pupils to make good and sustained progress in Geography including those with Special Educational Needs, those with disabilities and those with English as an Additional Language. To ensure inclusion, teachers should use a range of strategies to teach, record and assess each individual child's understanding and knowledge. Independent tasks are adapted to ensure full accessibility and appropriate support and challenge is provided for different groups of learners; teachers should make full use of teaching assistants to ensure they are deployed effectively in order for identified children to make progress in each curriculum area. Fieldwork may have to be adapted to take into account individual requirements.

### **Foundation Stage**

At St Giles', we consider that effective teaching in EYFS should include: learning through first-hand experiences to explore, observe, problem solve, predict, think critically and make decisions.

- Geography learning is primarily taught through half-termly topics and pupils are offered direct instruction from the teacher and are encouraged to participate in a variety of guided activities linked to their topic.
- Key moments/events during the year are collated into a topic book and this is regularly referred to throughout the year as part of spaced retrieval practice and to build pupils' understanding and use of simple geographical vocabulary. Pupil voice and understanding is recorded in the floor books.

### **The contribution of Geography to the teaching in other Curriculum areas:**

- Geography makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of writing, speaking and listening and at St Giles' there is considerable importance placed on the acquisition of subject specific vocabulary.
- Geography contributes to the teaching of Mathematics in a variety of ways - the children study space, scale and distance through their explorations of maps, atlases and globes. They also learn to read graphs and explore, analyse and interpret data.
- Computers are used in Geography where appropriate to enhance the pupils' skills in data handling, in presenting written work and research opportunities.
- Geography contributes to the teaching and learning of PSHE through the exploration of daily life in contrasting communities and locations and through the exploration of how environments are different and can be changed for better or for worse. Geography promotes British values through respect and tolerance of others and their differences.

### **Monitoring**

Geography is monitored and reviewed termly (at the end of a topic) by SLT and subject leads.

Some methods used are:

- Book trawls
- Lesson observations
- Planning scrutiny

- Learning walks
- Pupil voice

**The role of the subject leads:**

- Support colleagues in the planning, delivery and assessment of Geography across EYFS, KS1 and KS2.
- Monitor and evaluate the teaching and learning of geographical knowledge and skills through monitoring activities.
- Communicate key findings, messages and research with colleagues.
- Oversee the audit of resources needed to deliver the curriculum.
- The Subject Leads will review this policy annually and assess its implementation and impact.

Reviewed: 8.1.26

To be reviewed: 31<sup>st</sup> January 2027