

# Northwick Manor Primary School



## Geography Policy

September 2021

## Subject Leaders

Mrs S Tipple, Mrs T Shipley, Miss D Hoare

## 1. GEOGRAPHY INTENT

At Northwick Manor Primary School our aim is to maximise our children's **opportunities** to develop an **ambitious** curiosity and interest in the world that we live in and its people.

We will fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum. We provide a progressive and sequenced development of geographical concepts, substantive and disciplinary knowledge and skills that are transferrable to other curriculum areas and promote moral, social and cultural development. Our Geographical units of study are introduced as a question e.g. In EYFS - *What are the different areas of the school used for?* In Year 3 - *What would it be like if our local land use changed?*

Our Geographical driving questions are:

- ❖ **How vast and fascinating is our world?**
- ❖ **What is it like to live in different places in the world?**
- ❖ **How do we as humans' impact on and change our world?**

It is important that our Geography learners' value locational knowledge and take every opportunity to secure their knowledge of disciplinary geographical skills. Lessons encourage the children to be **ambitious** and deepen their learning as they explore the world they live in and its people. From this they will develop a broad knowledge of the world around them.

Through our teaching, we aspire to promote thought provoking questions. **Empowering** the children with substantive knowledge we want them to be aware of and reflect upon local, national and world geographical events such as: flooding, volcanic eruptions and other geological processes.

Children are guided and given the **opportunity** to identify similar themes which connect their geographical learning together. For example, the impact of the desert regions on habitats in Year 3 and the effect of climate in South America and it's mountainous landscape in Year 6. This also enables teaching staff to gain an overview of the entire Geography curriculum when planning and delivering their lessons. Pupils' can retrieve their prior learning from previous geographical topics or look ahead to future topics to make relevant connections. This provides a sense of cohesion in their learning.

We fulfil the National Curriculum requirements at Northwick Manor Primary School and provide all pupils - regardless of ethnic origin, gender, class, aptitude, or disability - with a broad and balanced Geography curriculum.

## 2. AIMS AND OBJECTIVES

- We believe that by encouraging the development of geographical skills we are preparing the children for life in the wider world.
- We aim to adapt our curriculum to use local sources wherever possible e.g. The school grounds and the local area, The River Severn, The Malvern Hills.
- We aim to make our learning as interesting as possible through practical activities and field trips.

## 3. THE LINK BETWEEN HOME AND SCHOOL

- In reviewing Geography, we feel it is very important to involve the opinions of children and parents
- Where possible we will utilise the skills, knowledge or resources that parents can offer.

## 4. SPIRITUAL, MORAL AND AESTHETIC AWARENESS

- We aim to encourage awareness that other people have different personalities, cultures, habits and practices.
- We also aim to develop empathy, the capacity to begin to understand

the viewpoints of others without necessarily agreeing with them.

- In Geography we aim to help pupils build an informed and balanced view of the world and their place in it.

## **5. FIELDWORK**

- We believe that fieldwork is an important way of stimulating children and should be purposeful and an integral part of our planning
- We use the school grounds and the local area to facilitate fieldwork whenever possible

## **6. CROSS-CURRICULAR LINKS**

- There are some geographical elements in other subject areas which provide opportunities for cross curriculum links. This allows children to utilise existing skills to connect their learning.
- Our aim is to explore opportunities to complement and enrich other areas of the curriculum wherever such opportunities exist.
- Some learning maybe supported using a chosen text.

## **7. ROLES AND RESPONSIBILITIES**

Each member of the teaching staff will have the responsibility for the teaching of Geography and they will need to ensure that their own knowledge is continually updated and that subject knowledge is strong. The school has Geography leaders to assist this process and take specific responsibility for providing Geography CPD in the school.

### **Subject Leaders should:**

- support colleagues in teaching the subject content and ensuring subject knowledge is strong
- monitor current practice
- instigate and organise teaching programmes, planning documents and schemes of work where necessary
- develop a school policy
- resource the curriculum
- facilitate the assessment of children's work
- be a consultant to colleagues in planning the Geography content that they teach
- keep people informed of possible visits and courses
- maintain the Geography subject leader file which includes plans

## **8. ASSESSMENT, RECORDING AND RECORD KEEPING**

- Throughout the year, informal moderation takes place within each cohort.
- At the end of each unit of study, teachers make a judgement against the National Curriculum levels of attainment. Teachers then use the levels and record these so that they inform end of year reporting systems in school for each child (working at age expected levels or not), as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year so that we can ensure that all pupils make progress. Our progressions of knowledge and skills overviews support teachers in making these judgements within each Geography strand.

## **9. MONITORING AND EVALUATION**

During subject reviews the following takes place: -

- Review and revision (if necessary) of long-term planning overviews and progression overviews
- scrutiny of children's work
- monitoring of both medium planning
- lesson observations
- parent, pupil, and staff interviews

- policy review
- feedback to stakeholders (staff, parents, SIB)

**Date: September 2021**

**Next review due: September 2023-24**