

GEOGRAPHY POLICY

The contribution of the subject:

The study of Geography contributes to the fundamental mission and values of the school by enabling learners to be ready to move on to the next stage of their learning, engendering in them enthusiasm and embedding the values of our school. This is achieved through our planned curriculum; and we aim for all learners to make good progress from their start point with the majority attaining ARE by the end of Year 6.

School vision

Geography contributes to the vision of the school by helping learners become critical thinkers, and understand the key developments of the world and the impact that humans have on the world. Teachers are able to share their knowledge and experiences with the children, allowing for opportunities to complete field work in many different locations.

Mission statement

Learners are given opportunities to work together, explore and discuss their findings. There is a broad and balanced curriculum with sequential learning across each year and throughout the school. There are opportunities for cross curricular links within other subjects as well as having the opportunity to communicate in different ways. All learners will develop knowledge and be aware of the world that they live in and have familiarity of a variety of different geographical topics before leaving Cheddington Combined School.

Values

Respect, determination, patience, passion, and teamwork is shown during Geography throughout the school. Children work together to find information using a variety of different resources to support them. Learners have opportunities to be critical thinkers and link their own knowledge and experiences to their learning. Children show enjoyment, understanding and enthusiasm for the subject. There are many opportunities to show determination by finding and retrieving information and making decision on how to answer questions and finding relevant information.

Pedagogy and expectation of the school:

The study of Geography gives the children a curiosity, fascination, and an understanding of, the physical and human world in which they live. The subject is wide ranging and interweaves the processes at work in the physical landscape and the complex human factors which affect our lives. From this understanding it also encompasses the necessity to protect our planet and to manage environmental issues. There is an important element of awe and wonder at the beauty of the planet inherent in the subject.

The learners will develop knowledge of diverse places, people, resources and environments, and an understanding of the interconnections between them. This will aid their appreciation of the interaction between the human and physical, and how the earth changes over time.

There are key skills involved in the study of Geography: observe, record and investigate; use geographical vocabulary to develop argument; use maps; and use secondary sources and interpretation. These are developed across the school years by exploring a range of subject content.

The teaching and learning may include:

- Local area studies, including visits and learning walks.
- Studies of other locations at home and abroad which link across the curriculum.
- Use of a variety of maps and atlases.
- Use of ICT.
- Discussion and debate.
- Current issues as suggested by world events.
- Use of artefacts and a variety of primary and secondary sources of information. (e.g. Observations; video; personal accounts; newspaper information.)

Intent statement

Through a planned coherent curriculum in Geography pupils will become more aware of and curious about the world in which they live. Children will acquire and develop confidence to ask questions and interpret information through a growing understanding of aspects of both physical landscapes and human activity.

To do achieve this they will experience using maps to locate places and to find information; gain an appreciation of the complexity of the natural world through learning about aspects of climate, vegetation and some of the physical process which shape our landscape; begin to understand some of the ways man interacts with and so influences those landscapes; begin to use appropriate geographical vocabulary to describe physical and human geographical features; and to have a sense of awe and wonder. (All classes study a chosen country in addition to the specific geography curriculum.)

In Early Years the children talk about area they know their known area; learn about the location and cultures of a variety of different countries, considering similarities and differences; and learn about rainforest, desert and arctic environments and the animals which may be found there. This global perspective inspires curiosity.

At KS1 this learning is through achieved by using maps of the UK and the world; observation of weather and the seasons in the local area; comparing island life in Scotland and Japan; and an introduction to observational fieldwork in the local area.

At KS2 this learning is extended through Ordnance Survey mapwork of the UK; atlas work of Europe, South and North America; the formation and physical features of volcanoes, earthquakes, rivers and mountains; key aspects of world climate zones; contrasting city and village life; and settlements and land use.

How the intent is implemented

The curriculum intent is implemented by having a sequential learning within year groups and across the school (Appendix 1, curriculum grid), ensuring that the National Curriculum is covered effectively. The Geography curriculum is designed so that students can effectively progress through a fluent and coherent Geography curriculum and will be guided by the Progression in Geography Roadmap (Appendix 2). Location knowledge, fieldwork and map work are intertwined throughout the Geography topics. Fieldwork opportunities are greatly improved throughout personalised local area units where children go conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience. Children are given an advance organiser at the start of each unit (this may be termly or half termly) which details some key knowledge, and vocabulary for the current topic. This is not used as part of an assessment, but to support children with their attainment of knowledge and are used as a reference document. Teachers ensure that they use effective modelling to aid all learners to achieve the learning intention, ensuring that misconceptions are addressed as they arise. To allow all pupils to access the Geography curriculum teachers use a range of assessment tools as well as differentiation to meet the needs of all children.

Impact – how is the subject assessed.

The impact of this Geography curriculum will lead to progress over time across all key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Cheddington Combined School reaching at least age-related expectations for Geography. Our Geography curriculum will also give pupils the opportunity to be enthusiastic learners, evidenced in a range of ways, including pupil voice and in the work they produce. Upon leaving Cheddington Combined School to embark on their journey to Key Stage 3 learning, children will be equipped with the understanding, knowledge and skills to enable them to continue their geography learning journey. Children review their successes in achieving the learning intention at the end of every session and are actively encouraged to self-assess against the learning intention. Teachers use ongoing assessment throughout each lesson to ensure misconceptions are highlighted and addressed. The learning intentions for Geography are based on the Geography milestones, which were created based on the National Curriculum, and teachers assess the children against these milestones throughout the topic or at the end of the topic.

Entitlement

Children in Key Stage 1 and 2 receive 1 hour of Geography teaching each week. All students access the Geography curriculum, ensuring that it is taught at a level which is appropriate to their needs.

Early Years explore geographical themes and content through the 'Understanding of the World' strand of the EYFS curriculum, as well as through access to high quality continuous provision. This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

The role of the subject manager

The role of the subject manager is to lead Geography within the school, being its advocate by identifying clear targets and success criteria for its development, considering changes to the National Curriculum and the needs of the children to allow children to make deep, sequential learning throughout the year and across the school. To support this, regular monitoring of the subject is undertaken to allow for evaluation of teaching and learning and understanding children's perceptions of the subject. Additionally, the subject manager liaises and supports teaching staff with their Geography curriculum understanding.

Evaluation, Monitoring and Understanding

Geography is monitored throughout the year. This is delivered in a variety of different ways. A traditional review of completed work is undertaken and combined with formative and summative data. The EMU sessions (Evaluate, Monitor and Understand) allow for the subject manager to have an overview of Geography across the school, these sessions allow for specific topic within Geography to be taught to children from Year 1 to Year 6. These sessions also provide the opportunity to hear pupil voice and reflect on children's interaction with the task, teacher and each other as well as creative and critical thought. Additionally, the learning behaviours can be observed which are interwoven with our school values (respect, teamwork, passion, determination and patience). The final strand is to identify next steps to support the development of the subject and the pupils progress.

How Geography supports the development of the children:

Within our integrated curriculum, the skills are distinct though the content used may be topic based and link very closely with History and Science in particular. Geography contributes to the teaching of personal, social and health education and citizenship. Firstly, the subject lends itself to raising matters of citizenship and social welfare. For example, all children study contrasting locations, which looks at the way people live and how their environments are different along with understanding if these have changed for better or for worse. Geography encourages the learners to reflect on the impact of mankind on our world and the meaning of being a responsible citizen. Teaching children about contrasting localities, it allows the children to learn about inequality and injustice in the world. We help students to develop their knowledge and understanding of different cultures, this allows the children to acquire a positive attitude towards others and helps to ensure that children avoid stereotyping others. Geography contribute to the children's social development by allowing them to know how society works and understand how to resolve difficult issues of economic development. Geography allows children's appreciation and understand what is right and wrong by raising many questions during lessons, again promoting fundamental British Values. In line with additional school policies, Geography is delivered in an age-appropriate way with adaptations made based on the needs of the children.

Note: All educational visits offer an opportunity to use maps and to comment on the changing landscape.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2026

Appendix 1- Geography curriculum grid

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Identifying Seasons Weather Patterns (3)	World Maps and Mapping the UK (4)	UK – Locate the 4 countries of the UK and know their capitals cities and characteristics (1)	UK – Locate the 4 countries of the UK and know their capitals cities and characteristics (1)	Comparing and contrasting the UK to a non-European country + Fieldwork (1,2,3,4)	Comparing and contrasting the UK to a non-European country + Fieldwork (1,2,3,4)	Key Themes: 1.Location Knowledge 2. Place Knowledge 3. Human and Physical Geography 4.Geography skills and fieldwork
Year 2	Continents and Oceans (1)	Weather in our world (3)	Japan compared to The Isle of Coll (1,2,3,4)	Japan compared to The Isle of Coll (1,2,3,4)	Mapping skills UK four countries (4)	Climates (Extreme weather) (3)	
Year 3	Vegetation belts (3)	Volcanoes & Earthquakes (3)	Volcanoes & Earthquakes (3)	Italy (2)	Europe (2)	Local area / Fieldwork (4)	Key Themes: 1.Location Knowledge 2. Place Knowledge 3. Human and Physical Geography 4.Geography skills and fieldwork
Year 4	World map and atlas Comparing Cheddington with Brazil (1,4)	Fairtrade, Energy sources of Brazil (3)	Rainforest; Equator, layers (1,2,3)	Rainforests; Deforestation, climate change (1,2,3)	Mapping Skills (4)	Local area / Fieldwork (4)	
Year 5	Climate Zones (3)	Climate Zones (3)	Settlements including economic factors (3)	Settlements including economic factors (3)	Mapping Skills (4)	Mapping Skills (4)	
Year 6	World Map and atlases. North America: Features of regions (1,2,4)	North America: Physical features (1,2,4)	Countries, Cities, Highlands, trade links and natural resources of the UK (1)	Mountains and rivers of the UK. The water cycle (3)	Local area/ Field Work (4)	Local area/ Field Work (4)	

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