

Appleton Wiske Community Primary School

Geography Policy

Intent

Our geography curriculum aims to inspire a curiosity and fascination about the world and its people. Pupils develop their locational knowledge, place knowledge and an understanding of human and physical geography, and they develop a range of geographical skills including fieldwork. Pupils learn about environmental issues, the effects of climate on people's lives and animal habitats, and they broaden their understanding of diversity within Britain and the wider world. At our school, pupils will:

- Develop place knowledge (countries, continents, bodies of water etc.) and specific skills related to map reading
- Learn about the physical and human geography of their locality, United Kingdom and wider world
- Develop an understanding of the impact of physical and human geography on the lives of individuals and communities
- Increase their understanding of the rich, cultural diversity of our world
- Develop an understanding of issues through global learning, such as climate change and fair trade
- Learn subject-specific vocabulary which can be applied in oral and written work

Implementation

In planning the geography curriculum, the school's context has been carefully considered so that learning has real purpose and provides our pupils with the necessary skills and knowledge required to be successful geographers. The EYFS Curriculum for Understanding the World is taught in a variety of ways through adult-led, adult-supported and child-initiated learning in well-resourced areas of provision. Pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach which ensures progression as pupils move from EYFS to Key Stage 1. In Key Stage 1 and Key Stage 2, the school's long term plan maps out the four areas of geography throughout the year in a clear sequence to ensure appropriate curriculum coverage. In Key Stage 1, pupils develop their knowledge of the local area, the United Kingdom and the wider world. They learn subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness. In Key Stage 2, pupils extend their knowledge and understanding of the local area, the United Kingdom, Europe, the Americas and beyond. Pupils learn about the characteristics of a range of the world's most significant human and physical features and they develop their use of geographical knowledge and skills to enhance their locational and place knowledge. Pupils use a range of geographical resources including maps, diagrams, globes and aerial photographs, and they learn to collect, analyse and communicate with a range of data gathered through fieldwork activities. The geography curriculum is delivered through discrete lessons focusing on specific skills and knowledge appropriate to each phase of learning. Where appropriate, learning is thematic so that links may be made between geography and other curriculum areas. Learning is clearly sequenced so that pupils revisit and recall previously learned knowledge in order to understand how key physical and human geographical features of the world are interdependent and change over time. Our geography curriculum is enriched through visits to the local area, wider area and further afield such as residential visits.

Assessment:

Pupils are assessed according to the criteria set out in the Early Years Foundation Stage and National Curriculum for Years 1 to 6. In EYFS, regular observations and assessments of learning are recorded using Learning Journeys and the school's Early Years online monitoring system. Pupils are assessed at the end of EYFS using the Early Years outcomes for 'People and Communities' and 'The World'. In Key Stage 1 and Key Stage 2, the school's Geography Progression Grid is used for planning, tracking and assessment, and provides clear progression through the skills and knowledge needed in each year group. Pupils have individual geography books to record their learning which contribute towards formative assessment of skills and knowledge. Summative assessment is tracked on the school's electronic tracking system and used to measure pupil progress. Monitoring of the subject is carried out by the Geography Leader/Head Teacher.

Impact

Our pupils receive a deep and rich geography curriculum. They deepen their understanding of the earth's key physical and human processes and learn about the diversity of places, people and environments. Progression of knowledge and skills is clearly sequenced and cumulative, ensuring pupils build on prior learning so that they understand and can apply this to future learning.

Revised: January 2021

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