



Geography Policy

Intent

At Brookdale Primary School, we believe a Geography curriculum should develop children's enthusiasm and enjoyment of geographical learning and understanding.

We intend on delivering a curriculum which:

- Promotes practical and engaging, high-quality Geography aiming to provide children with the foundations and knowledge for understanding the world;
- Promotes geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them;
- Offers fieldwork and themed projects (such as 'Coast to Country') so that children develop an understanding of the impact of human development on the natural and physical world around them;
- Captures children's natural curiosity about the world and what they observe, to promote respect for the environment, living things and processes and their own and other's health and safety;
- Develops children's geographical skills through practical and engaging lessons, with identified key knowledge, technical vocabulary and skills that build on previous learning;
- Recognises that geography impacts our daily lives, always has and always will;
- Makes rich connections through Year Group Big Questions to develop a deeper thinking about the applications of geographical knowledge and conceptual understanding and making links between different experiences;
- Provides equal opportunities for children to apply their geographical knowledge to other subjects, (cross-curricular links);
- Is in line with the expectations in the National Curriculum 2014.
- The intent of the Geography curriculum is outlined and detailed in the geography progression map which is organised into skills, processes and themes.

Implementation

Children have lessons in geography throughout Key Stage 1 and 2, planned from NC programme of study and the year group plans. In Early years, Geography is taught through the children learning about the world around them in their learning through play, natural exploration and linked to Power of Reading texts.

Additional opportunities are provided in Geography, such as visits to habitats in the local environment and trips to sites of more expert knowledge e.g. Jaguar Landrover, B & M Waste Services.

Teachers create a positive attitude to Geography learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards.

EYFS

In the Early Years Foundation Stage (EYFS), we relate the geographical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG) for The World, as set out in the EYFS profile document. Geographical development involves providing children with opportunities to observe changes around them and develop skills in questioning, exploring and observing, then explaining what they have discovered.

The EYFS team support children's learning through planned activities but also value and support self-initiated geographical learning.

- In EYFS the children develop geographical skills through planned sessions or challenges linked to the Power of Reading text, through self-selected play in continuous provision, through links to seasonal changes and observations and activities linked to use of the Forest School Area or through the children's own interests.
- Children are assessed through observation against the Development Matters statements and ELG's. These judgements are entered into the EYFS assessments system, Tapestry, as part of each child's learning journey.

Year 1 - Year 6

- Geography is taught in planned and arranged topic blocks by the class teacher that link to the year group big question for that term. These units are identified on the Year Group curriculum maps and the whole school overview for Geography. This allows achievement of a greater depth of knowledge and application of thinking within the year group and a progressive increase of key knowledge, vocabulary and skills across key stages.

- Teachers create knowledge organisers to make the key learning explicit for children. These will be stuck in children's Geography books at the start of each unit and revisited regularly.
- Assessments are recorded on the class assessment record sheets each term.
- We build upon the learning and skill development from the previous years. As the children's knowledge and understanding increases, and they become more proficient in fieldwork, map reading, use of secondary resources, research, enquiry and locational knowledge and their understanding of physical and human processes.
- Children record their Geographical learning in their individual books.

Impact

The successful approach at Brookdale Primary results in practical and engaging, high-quality Geography aiming to provide children with the foundations and knowledge for understanding the world. Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them. Through various fieldwork activities, enquiry questions and themed weeks children have the understanding that geography has impacted upon our lives.

- The Geography subject leader is responsible for reporting on Geography standards across the school to the governing body.
- EYFS staff make summative judgements termly by entering data into Tapestry and internal tracking sheets.
- Year 1-Year 6 make judgements following the conclusion of a topic. They enter this data onto their Class Assessment Sheets.
- The impact of Geographical learning is also measured through learning walks which include lesson observations, book scrutinies and pupil voice. Pupil voice is used to further develop the Geography curriculum, through questioning of pupil's views and attitudes to support the children's enjoyment of Geography and to motivate learners.