

Bosmere Community Primary School



Geography Policy

January 2020

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
Date approved	
Review date	<i>September 2022</i>

Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving

Collaboration: opportunities to learn with and from each other

Oracy: talk for learning to develop a rich vocabulary and clarity in communication

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

Introduction to Geography

KS 1 pupils should develop knowledge about the world, the United Kingdom and their locality, Needham Market. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

LKS2 pupils should extend their knowledge and understanding beyond the local area of Mid-Suffolk to include the United Kingdom, Europe and Egypt. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

UKS2 pupils will be taught to extend their knowledge and understanding beyond the local area of Suffolk and the rest of East Anglia to include the United Kingdom and Europe and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Implementation – Planning, teaching and learning

Geography learning at Bosmere is taught over a rolling two-year cycle through topics taught over the term. There are a progression of skills taught through the phases but skills are revisited to reinforce understanding and ensure knowledge becomes long term. A progression of Geography lessons are taught where the topic has a subject bias. Where the topic may be more of a bias towards History, elements of Geography will still be taught to ensure coverage and depth of learning.

Curriculum planning is carried out in three phases – **long term, medium term and short term.**

- The long term plan maps the geography topics and outcomes that should be covered by the end of each phase (National Curriculum).
- The medium term plan (or curriculum map) is produced by the Geography leader and maps which units and outcomes will be covered within each half term of the two year rolling cycle for each phase (See below).

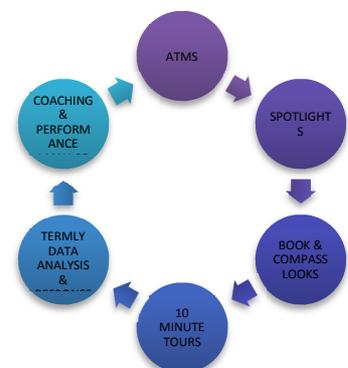
- The phase teachers are responsible for short term plans and ensuring a sequence of learning that builds on the progression of skills.
 - Teachers are advised by the geography leader to record and deliver learning intentions as questions in order to maximise the opportunities for enquiry.
 - Lesson planning is relevant to the pupils of Bosmere and therefore maximises opportunities to learn about local, regional, national and international geography.
 - For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning activity.
 - Links are made to the current 'topic theme' of Bosmere's creative curriculum wherever possible in short term plans. These plans list the specific learning intentions of each lesson and delivery is timed where possible so that history becomes an integral part of the current topic.
 - All class teachers are to ensure that whilst planning, teaching approaches should allow for different learning styles, pupils with special educational needs and equal opportunities.
 - The leader is a member of The Geographical Association from which useful teaching and learning resources are shared with relevant phases to assist planning.

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts, use resources and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Impact – Monitoring and Assessment

Children who learn Geography at Bosmere will have a sense of their place in the world. They will know where they 'fit-in' locally, regionally, nationally and internationally. This will include core knowledge involving a bank of factual information about the world, personal knowledge focusing on perceptions and feelings about The World and empathetic knowledge about others on a local to international level.

- **Monitoring** – Geography is monitored in-line with the whole school monitoring cycle with the exception of Compass Looks as geography does not feature on the Compass assessment tool.
- Subject leads evaluate impact at the end of each summative period. Written feedback, with targets identified and support plans put in place where appropriate, is given to each phase.
- The governors take an active role in geography. They receive a yearly report and are involved in a yearly meeting to review teaching, learning and development.
- **Formative Assessment** - Children's learning and progress in geography is assessed by making informal judgements as they are observed during lessons, assisted by the written outcomes and opportunities that children have to respond to teacher feedback in order to move their learning on.
- **Summative Assessment** - Teachers analyse pupils' progress at the end of each school year to complete the annual report to parents. This is achieved by analysis of a range of evidence, including written outcomes and verbal communication.
- The geography leader attends and delivers meetings and training as and when the need is identified to allow for continuity and progression within the subject and directs teachers to take responsibility for their own geography CPD through the sharing of relevant articles and resources where appropriate.



Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes
29.11.2019	Policy Reviewed in light of Model Policy Update		
January 2020	Whole Policy	Policy updated in line with school expectations.	