



# Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



## Geography Policy

### Introduction

This policy sets out our school's aims and strategies for the successful delivery of geography. This policy should be read in conjunction with other relevant school policies, such as curriculum, teaching and learning, equal opportunities, SEND and assessment policies. This policy is based on government recommended/statutory programmes of study.

### Aims:

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' *National Curriculum 2014*

Outstanding Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that remain with them for the rest of their lives.
- Provide children with the geographical knowledge and skills needed for future learning and employment.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire and retain Geographical knowledge, understanding and skills that continue to develop cumulatively throughout their learning journey.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop an increasing awareness of how our actions affect the world.

### Curriculum

#### **Early Years**

We teach geography as an integral part of the topic work covered during the year. We relate the geography aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged two to five. Geography makes a significant contribution to the ELG of developing a child's knowledge and understanding of the world through a wide range of child initiated and adult led activities.

### **Key Stage One and Two:**

Children will be taught a range of knowledge of skills. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. In order to achieve the objectives of the Geography Curriculum, the subject will be taught either as an isolated topic or integrated with other subjects through termly topics.

We develop a range of skills sequentially, revisiting to integrate new knowledge into their prior learning throughout the key stages.

Please refer to the curriculum maps and [skills progression sheets](#) for details covering the points of study of the National Curriculum (2014).

### **Teaching and learning :**

Geography is taught in accordance with our Teaching and Learning policy.

### **Assessment and reporting:**

Assessment in the subject follows the Whole School Policy for Assessment. Summative pupil attainment is assessed using our progression grids, which is attached to this policy. This tracking of attainment is also used to inform future planning.

We use assessment for learning (AFL) during each session so as to understand where pupils are with their learning and therefore informing the next steps to be taught. Throughout the session, informal assessments are made in accordance with the learning objective and success criteria which have been identified as key areas of learning.

Reports are sent home, mid year and at end of the school year (twice yearly) alongside parent consultations in the Autumn and Spring terms to report attainment, progress and attitude to learning to parents.

### **Resources**

A range of resources are available which successfully supports delivering the geography curriculum and enables all learners to reach their full potential.

Resources are suitably maintained and replenished when needed, which is overseen by the geography Leader. The geography leader stays up to date with new resources available to support the teaching of high quality geography.

### **Inclusion:**

Geography is taught in line with our Equality Scheme. All pupils, regardless of race or gender, shall have the opportunity to develop their Geographic skills. Activities will be differentiated and amended where appropriate to ensure the inclusion and enjoyment of all children, including those with special educational needs.

### **Safe practice and out-of-school opportunities:**

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations laid out in the our Educational Visits Policy and Practice with Telford and Wrekin.

Date: 6<sup>th</sup> January 2020

Review: 6th January 2023