



Working in partnership with The Saint Ralph Sherwin Multi Academy Trust

The Priory Catholic Voluntary Academy

Geography Policy

Rationale:

At The Priory Voluntary Catholic Academy, we value Geography as an important part of the National Curriculum. The purpose of geography teaching here at the Priory School is to inspire children's curiosity and interest to explore the world in which we live and its people that will ignite a love of learning. We aim to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This will support the development of children's understanding of the Earth's human and physical forms and processes.

To stimulate children's interest, we begin to learn about their locality; carefully exploring human and physical geographical features through fieldwork. Children then build upon their knowledge by comparing their life in this locality to other parts of the United Kingdom and the rest of the world. As children grow and move through school, they will build upon their knowledge and deepen their understanding by considering the interactions between the human and physical forms and processes. Geography teaching motivates children to find out about the human and physical world and enables them to recognise the importance of care and responsibility for the quality of the natural and human environment in a changing world.

Purpose:

At The Priory Voluntary Catholic Academy, in conjunction with the aims of the National Curriculum, our Geography teaching offers opportunities:

- To enable pupils to develop an awareness of the local environment and use appropriate vocabulary to describe observations.
- To arouse pupils' curiosity by developing geographical skills through use of the local area, fieldwork, observations and learning how to use, draw and interpret a range of maps.
- To develop pupils' knowledge and understanding of the human and physical process which shape places at a local, national and international level and explain their similarities and differences.
- To recognise and understand issues concerning the environment and sustainable development at a local, national and global level.

- To acquire the geographical skills, knowledge and vocabulary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and use and develop a variety of skills including enquiry, problems solving, computing, and investigation to evaluate and inform opinions.
- To appreciate the importance of geographical location in the human affairs and understanding of how places and activities are linked by movement of people, materials and information and by economic, social and physical relationships.

Curriculum Guidelines:

- Geography topics, covering the Geography Programmes of Study detailed in the New Curriculum (2014), will be delivered throughout school in order to ensure continuity and progression in knowledge, understanding and the skills required from Foundation Stage to Year 6.
- The curriculum map for Geography is planned and reviewed on a yearly basis to ensure that the necessary knowledge, skills and understanding are taught in line with the New National Curriculum (2014), providing continuity and progression throughout school with pupils building on previous experience and skills.
- Our Geography Progression Ladder shows how the knowledge, skills and understanding are broken down into year groups and terms to provide this continuity and progression throughout the school. The school uses Geography Knowledge Organisers to make it clear to the children what skills they will be learning in a topic and how this will build on their prior learning (knowledge, skills and understanding). They will also have key vocabulary and definitions on the Knowledge Organisers for the children to refer to during lessons.
- Geography will be presented in a variety of ways to meet the needs of every pupil irrespective of age, gender, ability or race.
- Geography will not solely be concerned with learning knowledge about the world in which the children live. But it will also develop practical fieldwork skills including: observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Geography will be supported by making cross-curricular links with other subjects providing pupils with the opportunity to understand the real relevance of geography and how to apply geographical skills to other areas of learning.
- It is important that pupils are given opportunities to apply and develop their key skills in Literacy, Numeracy, ICT and their personal and social skills through their learning in Geography.
- Through careful planning a broad, balanced, challenging and purposeful Geography curriculum is ensured for all children.

- Geography displays in classrooms will stimulate enquiry, celebrate and share key learning.
- Further opportunities will be provided to extend, challenge and stimulate interest and excitement in Geography (use of school grounds and the local areas, visiting speakers, fieldwork trips etc.)
- The Geography resources will be stored centrally and in classrooms to ensure that staff and children are adequately supported in the teaching and learning of Geography.
- Opportunities for links with other schools and staff CPD will be provided to ensure the continuation of quality Geography provision for pupils.

Assessment of Geography:

Assessment is integral to effective learning in Geography as it enables teachers and pupils themselves to think about what they know, understand and can do in Geography, and how to move that learning forward. Assessment and Reporting Assessment is an important part of Geography teaching and takes the following forms:

- Teacher Assessment – This is ongoing and an informal part of every lesson to check pupils' understanding and give information to help the teacher to adjust planning and is based on questioning, observation of work and approach adopted and outcome of tasks set.
- End of Topic Assessment – This takes place at the end of each unit of work. It assesses the knowledge, concepts and skills covered in the unit and also acts as a tool for consolidation. The Geography Progression Ladders are used to create the assessment statements for each geography topic taught. Assessment grids (knowledge, skills and understanding) for each unit, identifying pupils who are emerging, met or embedded/exceeding, will be undertaken.
- Progress is measured against the learning challenges set and recorded in the class books. This information is used to inform the annual report to parents.
- Self-assessment – This is a tool whereby the child can assess their success in carrying out a task and set themselves targets for improvement/development.
- Long term – take place at the end of the academic year to assess and review pupils progress and attainment. Accurate information is shared with parents in relation to their child's attainment against key objectives.

Monitoring of Geography:

Geography is monitored in the following ways:

- The Subject Leader samples work and gives feedback to colleagues.
- The whole staff, together with the Geography Subject Leader, sample work in book trawls in line with the school cycle.
- Learning walks take place to monitor the teaching and learning in Geography.

- The coordinator talks to pupils in all year groups about their Geography topics. (Pupil Voice)
- The subject Leader monitors planning, checking for coverage progression and differentiation.
- The Subject Leader is allocated non-contact time to carry out their responsibilities.

Monitoring and development of Geography will be the responsibility of the whole staff body, supported by the Geography Subject Leader and SLT.

Reviewed – Autumn 2020

Next Review: Autumn 2022