

Badgerbrook Primary School

Geography Policy

January 2020

Vision statement

Our geography curriculum will inspire in pupils a curiosity and fascination about the world. It will provide children with the knowledge, skills and understanding to equip them to become sustainable citizens. Children are encouraged to be forward thinking and responsible members of the local school community. We strive to celebrate diversity and understand the importance for our children to have a comprehensive global understanding of our world and the people and cultures that inhabit it. We aspire for children to be passionate geographers, with a secure understanding of the Earth's key physical and human processes.

Intent- Aims of Geography

At Badgerbrook Primary School, we intend to fulfil the requirements of the National Curriculum for Geography. Our aims are:

- To inspire pupils to be curious about the world
- To enable children to know about the location of the world's cities, countries, continents, seas and oceans
- To develop pupils' skills in interpreting maps, globes, aerial photographs and Geographical Information Systems (GIS)
- To help children understand how human and physical processes of a place shapes its location and how this can change over time

Implementation/Teaching and learning

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout Key Stage 1 and Key Stage 2. Geography is taught discretely in Foundation Stage as part of the EYFS Curriculum. It makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. At Badgerbrook, geography is taught half-termly and is focussed around a Big Question. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Each classroom features a working wall with sticky words that the children can refer to, not only in geography lessons, but across the curriculum. Teachers use a variety of resources to support learning in the classroom including maps, atlases and

globes. Work in geography is a combination of class teaching, collaborative group work and individual tasks. Children are encouraged to communicate their findings in a variety of ways including written, pictorial and verbal forms. At Badgerbrook, we provide a variety of opportunities for geography learning inside and outside of the classroom. This allows pupils to apply their geographical skills in real-life settings. Educational visits are encouraged to provide another opportunity to explore learning outside of the classroom.

Impact/Assessment and monitoring

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. Geography assessment is ongoing to inform teachers with their planning, lesson activities and differentiation.

We measure the impact of our curriculum through the following methods:

- Lesson observations
- Marking of written work in books
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- Moderation staff meetings in curriculum teams
- Formative assessment of pupil discussions about their learning

Review

This policy was reviewed and adopted in March 2020. It will be reviewed at least 3 yearly in line with the school's policy review schedule.

Geography Subject Leader: Miss A Samuel

Signed:



Headteacher

Date: March 2020