



Emmanuel Holcombe C of E Primary

Geography Policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Intent, Implementation and Impact

Intent:

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Emmanuel Holcombe children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Emmanuel Holcombe our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

We use the National Curriculum as the basis for our curriculum planning, and from this, we have tailored our 2 Year Cycles to our children, ensuring that we cover and use our local resources to enhance the children's awareness of their own Geography location. In the Early Years it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Acorn Class follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, especially in the 'Understanding the World' Early Learning Goals objectives, observe and find out about people, places, technology and the environment – this is the first step of becoming a geographer.

Impact:

By the time children leave Emmanuel Holcombe they will have had accessed high quality teaching, of a progressive curriculum which supports them to develop the skills and knowledge listed in the Early Learning Goals and Geography Programmes of Study Key Stages 1 and 2. In particular, we hope that all children will have:

- Coherent Geography lessons, using the skills progressions, to build pupils' knowledge and understanding of the world and the interaction between physical and human processes.
- built geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques.
- Had opportunities to develop their skills and fieldwork using maps and atlases (both physical and digital). Fieldwork allows pupils to apply geographical skills in a real-life setting and explore their local area and the features within it. Developed deep subject knowledge and key skills.
- Knowledge of various geographical terms both in our local area and worldwide.

Teaching and Learning

Fundamental skills and knowledge are taught to children each student's time at Emmanuel Holcombe through a carefully planned programme. Teachers plot the objectives into their two-year long-term planners

to ensure that all objectives are covered. Trips and visitors are planned throughout the school with a Geography focus to bring learning to life and make the topics more memorable to embed learning.

Assessment

Assessment follows a variety of different methods. The teacher will informally assess throughout any Geography lesson giving oral feedback, and instant methods of ways to improve. All children from Year 1 onwards have a Learning Journal which will show progression in their Geography knowledge and skills. All year groups, including EYFS, have photographs and evidence of 'Understanding the World' or Geography lessons. Progression and achievement are tracked against learning objectives on Title Pages.

To help inform teacher assessment, Knowledge Retrieval Weeks are planned 6 times a year to assess the children's ability to recall key knowledge and vocabulary. Using Knowledge Retrieval Week scores, pupil's books etc, teachers use a best-fit model to record their judgements on assessment grids. At the end of each unit, teachers decide whether a pupil is 'Working towards' (WTS), 'Expected' (E), or 'Greater Depth' (GD) and record pupil initials on the whole class assessment grids. Teachers then input an end of year judgement into Target Tracker, (once a year), using the unit assessment grids to make an overall judgement. This enables staff to measure progress throughout a pupil's time in school.

Planning and Resources

Planning and resources for Geography lessons are the responsibility of the class teacher. Class teachers have access to the progression documents and vocabulary spines and have constructed their 2 Year Cycle plans using these. Most Geography resources are kept in 'Topic Boxes' in the relevant classroom.

Organisation

Geography lessons are organised to enable the most effective provision for the children. Geography is taught every other half term, alternating with History.

Equal Opportunities

The Geography curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The Geography curriculum considers issues of difference: gender, race and ethnicity, and class. Geography from around the world is taught.

Inclusion

Central to the ethos of the teaching of Geography at Emmanuel Holcombe is the belief that the ability to appreciate Geography is within everyone. Teachers set suitable learning challenges and respond to each child's different needs.

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:

- Setting open-ended tasks
- Incorporating gradual increases in the progression of skills across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

Role of the Subject Leader

The role of the Geography co-ordinator is:

- Order and maintain Geography resources.
- Ensure staff display a positive and enthusiastic approach to the teaching of Geography in school.
- Review the Geography policy, curriculum progression document and action plan annually and inform staff of any changes.
- Complete evidence scrutiny to ensure all objectives are being covered.
- To support staff if needed

Parents

Parents are encouraged to be a part of their child's Geography education. Work will be shared at parent's evenings, in class assemblies and through theme weeks. Experiences will be shared and celebrated via seesaw and twitter.