



Policy for Geography at Fallings Park



Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

Intent:

Geography is concerned with developing knowledge and understanding of peoples and places, patterns and processes i.e. is the study of real places at different scales and of how people living there are influenced by, and affect the environment of those places. Geography helps people to develop an understanding of the world around them, how it was formed, how it is changing and of their place in it.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and all other continents. 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.

Pupils at Fallings Park are less likely to experience wider opportunities in Geography, in particular the experiences involving visits to areas of geographical importance.

Consequently, at Fallings Park, we use additional pupil Premium to support the opportunities for all children to experience a wide variety of geographical and residential visits.

Skills and knowledge are, using milestones, grouped into:

- Geographical enquiry
- Location knowledge
- Comparing locations
- Physical and human geography
- Geographical skills and fieldwork

Our aims in the teaching of Geography is to help all children develop the key geographical skills of:

- develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Competency in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Planning

The Geography Curriculum is based upon the Cornerstones Curriculum..

Where appropriate Geography will link to other subjects, such as: Maths, English, Design & Technology, History; this will ensure Geography is linked to in more familiar modern life situations.

All staff are trained in the use of the Cornerstones Curriculum and newly appointed staff receive induction

All Year groups from T42 to Year 6 have access to Cornerstones.T42s and Nursery use Cornerstones as a resources to compliment the delivery of Early Years curriculum

Reception to Year 6 use Cornerstones as part of the Learn Together Curriculum.

Geography is organised into modules, ensuring progression of skills and to enable children to acquire knowledge and understanding.

Geography topics have been chosen to enable children to make links between areas of study across the curriculum (see curriculum map)

Teachers plan a series of progressive lessons using Cornerstones and the Milestones ensuring differentiation, which is in line with the National Curriculum.

- Where applicable, teachers will link Geography into their Cornerstones topics.
- The curriculum has been organised into 6 different ILP's, ensuring progression of skills and a wide range of teaching opportunities and situations to enable children to acquire a range of knowledge and understanding in History, Geography, Art and DT. Topics have been chosen and carefully placed in the long term plan to enable children to make links between areas of study across the curriculum

- Children will spend a minimum total of 26 hours on Geography (per year) in KS2 and minimum of 20 hours per year in KSI.

Within the structure:

- a) Groups are either mixed ability with differentiation by role or ability grouped with differentiation by objective, task or outcome.
- b) Relevant discussion is encouraged;
- c) Groups are encouraged to present their findings in a variety of ways.

Homework

Pupils are provided with half-termly topic related homework. They are given a variety of topic related tasks, which can be completed independently. Children must complete at least one task but may choose to complete more (Going the extra mile)

- Excellence in **Geography is celebrated** through:
 - a) Display, e.g. in classrooms, corridors and good work boards;
 - b) Presentation of certificates, e.g. awards assembly.
 - c) Sharing of geographical knowledge with other year groups, e.g. Powerpoint/prezzi/map sharing
 - d) Children's homework projects.
 - e) Children's workbook.

Resources

Resources for Geography are stored centrally in the resources room.

Appropriate resources are removed and placed in classrooms when required by a particular scheme of work. Following use, they are then replaced centrally in the resources room.

Central resources in Geography are the responsibility of middle and senior leaders

Staff also have access to Now, Press, Play. This resource can be used to enable pupils to gain topic related educational experiences, especially where an appropriate visit is not possible (e.g during Covid-19 restrictions).

Pupils are taught in mixed ability settings with differentiation where appropriate.

The learning of Geography is celebrated through

- a) Display, e.g. in classrooms, corridors and good work boards;
- b) Presentation of certificates, e.g. awards assembly.
- c) Sharing of geographical knowledge with other year groups

Impact:

By the end of the academic year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Age Related Expectations.

A dedicated area suitable for display and/or any Geography work appears in each classroom.

Success criteria are to be shared with all children at the beginning of the lesson and used by children and the teacher to assess progress at the end of each lesson.

Milestone assessments using the Termly Curriculum Assessment (TCAs) spreadsheet (see shared area Assessment folder) in order for teachers to plan for progression and monitor progress.

TCAs are subsequently used in order to ensure knowledge skills are built upon and not repeated.

Reporting in Geography to parents (this is done on a termly basis through Parents' Evenings and annually through a written report)

Subject Leadership:

Senior and Year Leaders take the lead in policy development, using enthusiasts and specialists where appropriate.

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of Geography

Senior Leaders and Year Leaders monitor coverage, differentiation and ensure teaching of subject is taking place

Year Leaders track progress using TCAs in Geography and advise the Head Teacher on action needed.

Senior Leaders and Year Leaders keep up to date with developments in Geography education and disseminate information to colleagues as appropriate

Equal Opportunities within Geography

Teachers do not exclude any individual or group of pupils from access to the Geography curriculum on the basis of gender, ethnicity, Special Educational Need, disability or socio-economic factors.

Health and Safety in Geography

- Consideration of Health and Safety issues is of the utmost important in Geography. Teachers are advised to consult the Geography Co-ordinator for guidance on the appropriate handling of equipment and materials whilst working on a particular topic area (particularly outdoor fieldwork).

