



Geography Policy

Date: September 2024

Review date: September 2025

Policy Changes

| Date | Actions |
|-----------------------------|---|
| January 2021 August 2021 | Policy implementation Equal opportunity and inclusion |
| April 2024 | Original 'Curriculum Intent for Geography' replaced with version present on the Geography Curriculum Document. Addition of whole section from Geography Curriculum Document: Geographical Concepts, with definitions added to each. Resources Section: Paragraph 2 – Addition of digital resources (Digi-Maps). |

Subject Leader

| Date | Subject Leader |
|----------------|----------------|
| September 2020 | Megan Taylor |
| September 2022 | Ian Simmons |
| September 2023 | Ian Simmons |
| September 2024 | Lee Nicholson |

Mission Statement

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Red Lane, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Red Lane with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

Curriculum Intent for Geography

At Red Lane Primary School, we aim to provide a high-quality and ambitious Geography curriculum from EYFS to Year 6 which build knowledge of diverse places, people, natural and human environments and the Earth's key physical processes. Through the progressive development of geographical knowledge, skills and enquiry, whilst nurturing pupils' natural curiosity and fascination, we aim to instil a life-long love of geography and respect for the world in which we live.

The curriculum builds knowledge of key concepts which allows pupils to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. Our curriculum aims to ensure that our pupils are aware of topical geographical issues, the importance of sustainability and human impact upon our world. Armed with this information, pupils are better informed to make decisions about how they chose to live and have a better understanding of cultures different to their own.

At Red Lane, Geography is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Geography teaching.

The school's long term plan for Geography sets out the content of teaching within in each year group. This is supported by the school's Geography progression document, which demonstrates learning outcomes within each strand of development within a Geography unit. Short term planning details how this content is developed over a series of lessons within the unit of work.

The organisation of the Geography curriculum provides structured opportunities for pupils to:

- develop enjoyment, interest in and knowledge of geography and an appreciation of its contribution to all aspects of everyday life
- build on curiosity and sense of awe in our physical and social world
- be introduced to the language and vocabulary of geography
- develop better locational knowledge of the world's countries, oceans and hemispheres
- connect human and physical geography; allowing children to investigate social, environmental, economic and physical aspects of the subject.

Teaching and Learning Geography

In addition to the conscious structure and design of the Geography curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

Geographical Concepts

In order to structure the development of and relationships between key knowledge, geographical concepts or 'big ideas' are threaded throughout the curriculum. These concepts are different from content based concepts such as weather and climate and are embedded in the curriculum in order that pupils organise information, make connections and consider geographical relationships in order to make sense of the facts and the world around them. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

The concepts within the curriculum are:

- **Place:** The concept of place is about the parts of the Earth's surface that are identified and given meaning by people and the significance attached to them
- **Space:** The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.
- **Scale:** The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.
- **Interconnection:** The concept of interconnection emphasises that no object of geographical study can be viewed in isolation
- **Physical and human processes:** The geographical concept of physical and human processes looks at natural and man-made.
- **Environment:** The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment
- **Sustainability:** The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.
- **Cultural awareness and diversity:** Cultural understanding and diversity as a concept is about appreciation and awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies.

Fieldwork

Fieldwork is the first hand observation and use of geographical skills to gain knowledge and practical experience in both physical and human outdoor environments. It is more than simple collecting data that can be used to learn about Geography. It is a whole system of pedagogies and skills in its own right.

The Geography curriculum at Red Lane plans for specific opportunities for meaningful fieldwork. It is not something to be seen as compartmentalised, but is integral to the curriculum. Many fieldwork skill experiences can be developed as part of a classroom learning sessions. Short bursts of productive outdoor study, such as regular measuring of the weather, make meaningful links between the classroom and the outdoor environment. The experiential process allows pupils to engage with different aspects of cognition, emotional intelligence and learning can then positively impact their holistic development. Key geographical skills that are developed through fieldwork include; observing, noting and sketching, asking questions, measuring and collecting data.

Seesaw

Seesaw is an online portfolio that collates pupil's work that has been completed digitally. This software allows teachers and pupils to give feedback verbally. This may accompany pupil Geography books with photographic evidence of pupil work.

Knowledge Organisers

Each unit of work has a corresponding knowledge organiser, which has been designed purposefully alongside the subject content and progression. These are used by all year groups in each lesson. They are used in a variety of ways in the classroom:

- To draw pupil's attention to the facts they will learn and how these fit into the bigger picture. This gives pupils a sense of perspective and coherence.
- To assess pupils understanding about a unit.
- To support learning at home through homework tasks and projects.
- To check previous knowledge by revisiting at regular intervals (knowledge days).
- To make clear links with prior and future learning.
- To ensure progression of key concepts and vocabulary.

Knowledge Days

The development of pupil's memory is an integral part of everything we do. Long-term memory is now viewed as the central, dominant structure of human cognition. Everything we see, hear, and think about is dependent on and influenced by our long-term memory. Therefore we must ensure pupils have the opportunity to develop their memory each day and give them activities that allow them to practice previously learnt knowledge. Knowledge Days take place each half term. These are planned in advance so teachers have time to prepare resources.

Pupils revisit learning using low-stake quizzes and presentations. LBQ is used for retrieval practice and group presentations are used to share understanding of a previously learnt topic. It is expected that each group within a class will focus on different areas of previously learnt knowledge then share their understanding of this with the rest of the class.

Learning by Questions (LBQ)

LBQ is used as a diagnostic tool at the start of a unit of work in order to assess and revisit prior learning within a curriculum strand. It is also used as one part of the end of unit assessment. During knowledge days, LBQ is used to revisit and/or reassess previous learning.

Presentations and exhibitions

The celebration of pupil's work and the sharing and articulation of knowledge and experiences is a fundamental part of the curriculum. Knowledge days support this alongside spaced retrieval with peers in the classroom. In addition, within each year, pupils will share their work and their learning to the other classes in their key stage. The annual art exhibition is an opportunity for all pupil work to be displayed in a gallery format and parents, governors and the local community are invited in to view and celebrate the work of all pupils.

Assessment

Progress and attainment in Geography is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. Teacher assessment of the geography work produced and skills developed is assessed alongside key subject knowledge. The assessment of knowledge takes place through the use of Learning by Questions (LBQ). Pupils answer a series of questions specific to the unit of work they have studied. This **retrieval practice** allows pupils to retrieve previously taught information from the long term memory. This is recorded on the cohort's Geography tracker.

The Geography tracker provides a cohesive picture of geography attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in Geography across cohorts, groups and the whole school.

Through targeted intervention and revisiting learning through 'Knowledge Days', assessment remains functional and fluid and is updated to reflect the impact of intervention and also the further progress pupils have made.

Resources

The organisation and deployment of resources, including risk assessment, is the responsibility of the subject leader. Management, equipment and resources for Geography are organised to promote effective teaching and learning. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human, physical and digital resources (Digi-Maps), with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment

and by replacing them safely after use. The class teacher should report damage to equipment to the Geography Leader as soon as possible.

Continuing Professional Development

In order to ensure the highest quality teaching and learning in Geography, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the Geography subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

Subject Leadership

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of Geography teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the Geography budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by Geography to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of Geography across the school

Spiritual, Moral, Social and Cultural Development

Our pupils are taught how geography both reflect and shape our history, the present and the future world. Through careful study and reflection pupils assess their impact and the impact of others on the world around them whilst developing an appreciation for differing viewpoints, scientific arguments and cultural influences.

Equal Opportunity and Inclusion

At Red, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The use of collaboration with other subjects and the outdoor spaces to facilitate learning will be promoted, helping to respond to the individual needs in an inclusive and supportive manner. This will aid in the promotion and support of both mental health and wellbeing for all stakeholders / pupils.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.