

Geography Policy Document



Believe, Achieve, Succeed

Introduction

The purpose of this document is to outline the approach and method that has been adopted to implement the geography curriculum at Moorfield. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's Mission Statement, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the geography curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

Aims

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide 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.
- Are competent in the geographical skills needed to:
 - ✓ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding or 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 and writing at length.

Curriculum End Points

The geography curriculum at Moorfield inspires curiosity and fascination about the world and its people. It strives to nurture our children's curiosity and to provide children with skills and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. High quality teaching will ensure that as children progress throughout the school, their knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Teachers will equip children with an increasing understanding of the world around them and deepen their Geographical knowledge and skills to explain how the Earth's features at different scales are shaped, interconnected and change over time. This knowledge will remain with them for the rest of their lives.

By the time our geographers leave us in year 6 we want them to have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Intent

Knowledge and skills Moorfield wants our pupils to achieve at each stage:

Children will meet the national curriculum expectations in Geography which will be taught by highly-qualified, enthusiastic staff who will support children to develop concepts and inspire enthusiasm and interest in the subject. The skills and concepts to be taught in geography are outlined in the Moorfield skills and progression document. These skills and concepts include; locational and place knowledge (investigate place), human and physical geography (investigate patterns), geographical skills and fieldwork (communicate geography). The document outlines our intent to develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. Pupils build on prior knowledge as they move through the school.

How we will build towards those end points?

Our geography curriculum is progressive and has been devised to ensure that children build upon and extend on knowledge that has been taught in previous years (with the Early Years Stage building the foundations). A spiral curriculum teamed with high quality planning, teaching and resources ensures that children's knowledge and understanding is developed with the end point in mind. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. The curriculum offers a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. Children's knowledge is assessed regularly throughout the year through retrieval quizzes and activities which seek to inform the teacher of any gaps in knowledge and to ensure that key concepts are embedded on children's long term memory.

How Geography is planned and sequenced so that new knowledge and skills build on what has been taught before

In order to sequence the curriculum, the long term plan was developed and reviewed during staff meetings and broken down into skills and key content for each year group. The geography content and skills were then mapped across the school in a progressive way and develops on skills that have been taught in previous year. We also ensured that that there was no overlap. The head teacher and deputy head teacher then completed an audit to check this. With a thorough knowledge of the intent of other year groups, teachers are able to plan for progression making links to, and revisiting, elements already taught whilst moving learning on appropriately.

How it reflects the local context

Opportunities exist for children to experience learning beyond the classroom and reflect the local context. This allows pupil to enrich their knowledge by, for example, visiting places they may not normally consider or places of geographical interest or conducting geographical surveys within the local area to gain relevant information that will contribute to the curriculum vehicle. Children learn about the local area in year 1 and build on this knowledge in year 3 where they learn about the geographical location of Irlam and its place in the world.

How we ensure high academic ambition and that disadvantaged pupils and SEND pupils don't get a reduced curriculum

All children are provided with a high quality education and all children are taught the same curriculum, at Moorfield. Information regarding our high expectations are outlined in our knowledge organisers which provide children with the information and skills that they are expected to know at the end of each topic. This information continues to be reviewed through retrieval quizzes throughout the year and continue to be reviewed in following years. Our high expectations are reflected in our whole school outcomes.

We have four threshold Concepts in Geography

- **Location** – to understand the geographical location of places and their human and physical features
- **Human Geography** - to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
- **Physical Geography** - to understand relationship between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
- **Geographical Enquiry, Skills and Fieldwork** – geographical representations, vocabulary and techniques

Implementation

Each unit of work the children study will be centred on a threshold concept. The threshold concept of **Geographical Enquiry, Skills and Fieldwork** permeates all units of work. One geography unit is taught per term.

All teachers are given the opportunity to research and develop topics within their own planning as needed and are able to request additional training if and when needed. The knowledge organisers were developed during staff meetings allowing for sharing of ideas and specific subject facts along with highlighting areas where more research was needed before lessons were planned.

Knowledge organisers have been developed which outline the key concepts and vocabulary that all children should aim to master. These are displayed in classroom and glued in books as well as being shared with parents. Subsequently, a cycle of lessons is created which carefully plan for progression and depth of knowledge over the course of a particular topic. Key facts are explained to the pupils during high quality lesson inputs and are reinforced through a combination of revisiting through teaching and exploring and demonstrating in independent work.

As well as marking work and feeding back to pupils individually, teachers revisit the previous lessons through whole class discussions and questioning at the start of the next lesson. Links between previous lessons and new concepts are made where pupils are encouraged to apply past learning as appropriate. This combination allows teachers to identify pupils who have gained a good understanding and those that might need to revisit and recap elements or require additional support.

Low stakes quizzes are used not only at the beginning and end of a topic but also sporadically during the course of each topic enabling pupils to embed key concepts to long term memory. Regular use of these quizzes support the pupils' ability to block learning and help to increase space in working memory. Once concepts have been covered in whole class teaching, pupils engaging in independent or group work which is designed to enable application of their understanding and further embedding key facts. Pupils are also given the opportunity to use knowledge from prior lessons in subsequent work.

Concepts are frequently revisited through low stake quizzes and referred to in subsequent lessons. Key concepts and facts are also built into other areas of the curriculum allowing pupils to embed them to long term memory such as using elements of geography lessons when writing reports in English. Topics are also revisited through a carefully planned out calendar of assemblies throughout the year where younger pupils are exposed to lessons and concepts yet to be taught whilst older ones revisit past learning. Quizzes are also used at the end of each assembly and revisited at the start of the next assembly so pupils can demonstrate their learning.

Regular retrieval quizzes are used alongside pre and post learning assessments, day to day Assessment for Learning, marking of work and class discussions to inform individual judgements made for each child against a range of age related statements. These are subsequently used to inform on progress for each child each term. These are then collated to form an overall picture of the attainment in geography over time for the entire school and allow for trends to be picked up within cohorts and addressed where necessary.

Impact

Pupils are not only taught the geographical knowledge required to meet the needs of the primary curriculum gaining a solid foundation ready to be built upon, but are also equipped with the research and investigative skills needed to be able to thrive at high school where more independence and autonomy is required.