

# Curriculum Policy-

# Geography



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**Belong. Believe. Become.**

## **Mandale Mill Primary School**

### **Curriculum Policy- Geography**

#### ***Intent-***

Our aim in Geography is to ensure all pupils, from all backgrounds including children with EAL and SEND, develop a greater understanding and knowledge of the world around them. Pupils will develop their sense of place, have a passion for the environment and their local area and they will become equipped with knowledge and experiences about the diversity of people, places, resources and natural and human environments. At Mandale Mill Primary school our intent is to ensure the skills in Geography are gained through rich learning experiences and they are transferrable to other curriculum areas and the wider world. Pupils will then contribute to building a better world in fairness, sensitivity and kindness to each other and the environment, to ensure all pupils grow up to be respectful members of society. Children will be encouraged to develop a passion for the subject by engaging in exciting learning experiences and creative lessons.

The aims of studying Geography are:

#### ***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 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

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 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.

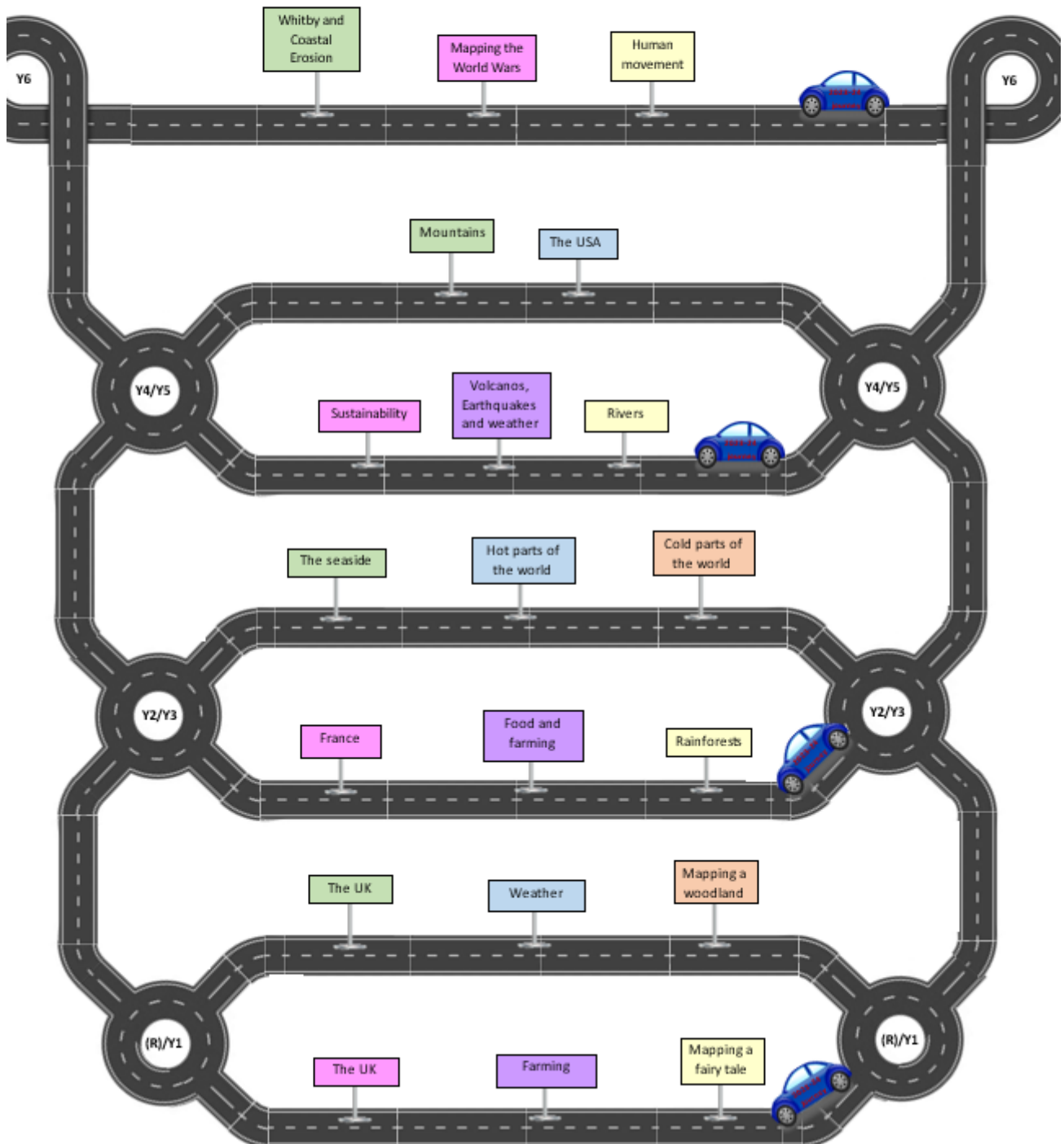
#### ***Implementation-***

##### ***How we teach Geography at Mandale Mill Primary School-***

We follow the National Curriculum programme of study as a basis of our planning, from this half termly topics are developed and taught throughout the year. This approach has been planned from Reception to Year 6 and ensures a progression of skills is outlined within the Long-Term plan, which is built upon from previous year groups. Half termly topics are carefully planned with cross curricular links with art, DT, science, reading and writing and other subjects, if there is an appropriate fit. This is clearly evidenced within the Geography road map.

# Geography

## Road Map Through Mandale Mill Primary School



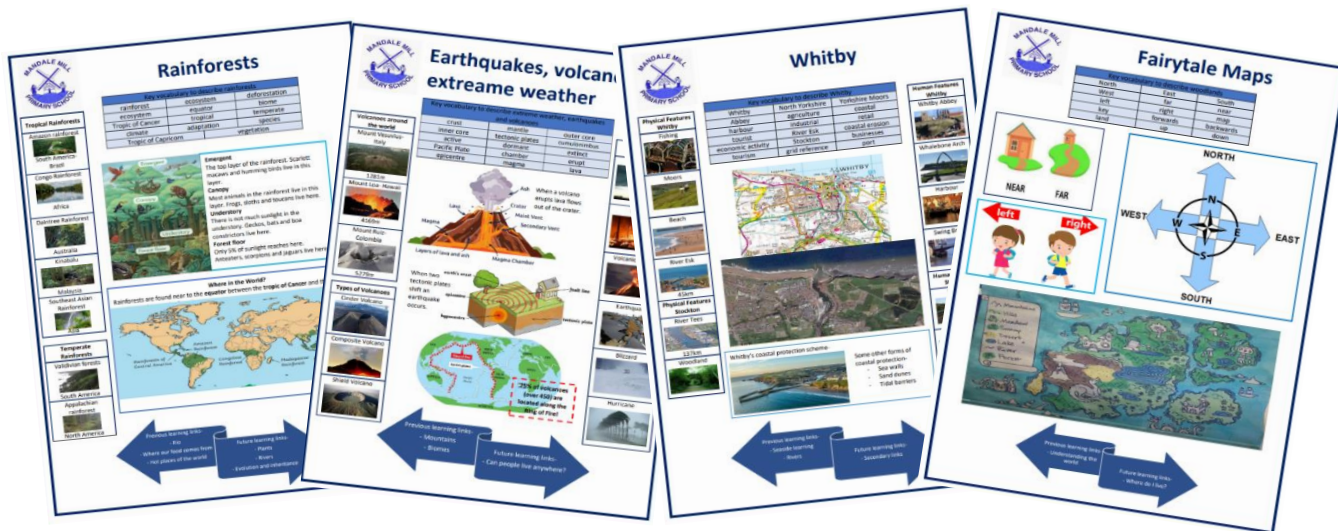
Geography topics closely link with reading where children are exposed to new vocabulary through a variety of fiction and non-fiction texts from the reading canon, therefore children have the opportunity to

demonstrate their understanding in a range of different contexts and learning is embedded and they have a deeper understanding of the topic.

**How is learning evidenced in Geography?**

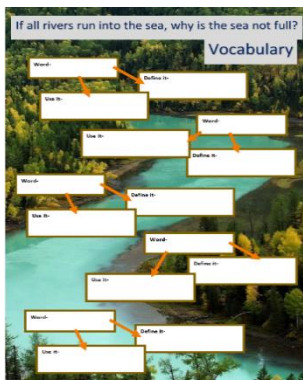
All pupils at Mandale Mill Primary School from Years 1-6 have a Geography exercise book where their learning is evidenced through a variety of activities.

A knowledge organiser is presented for each half termly topic, which enables pupils to access essential knowledge, vocabulary, clear diagrams, explanations, skills and key terms on one document.



In addition to the knowledge organiser, Geography books will include a vocabulary sheet as a working document for children to demonstrate their understanding of key topographical vocabulary.

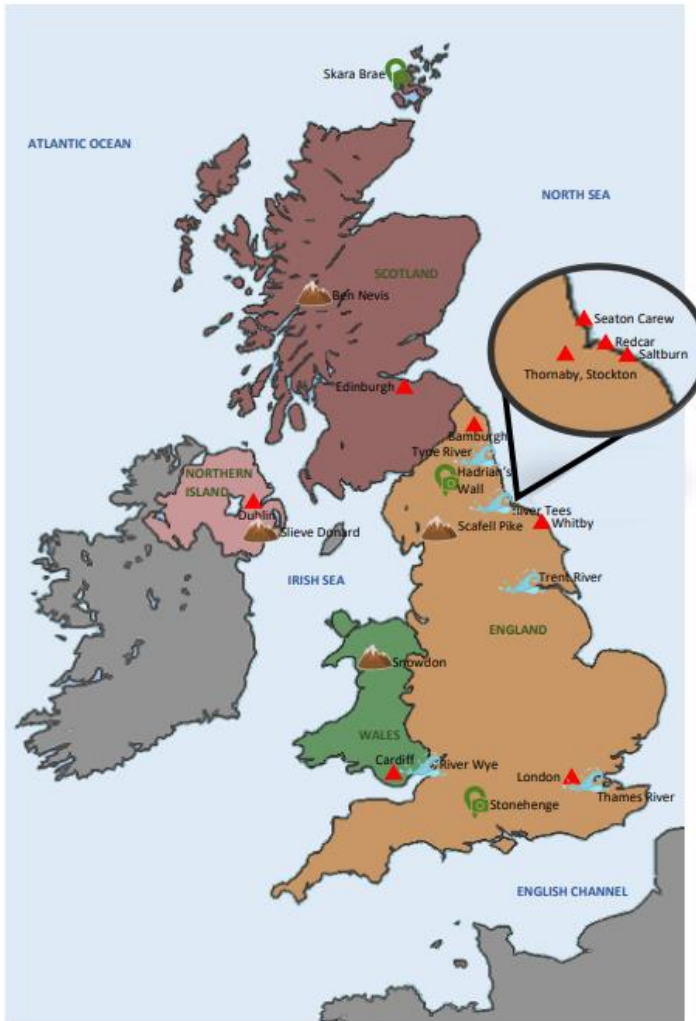
For example-



**Structure of Geography lessons-**

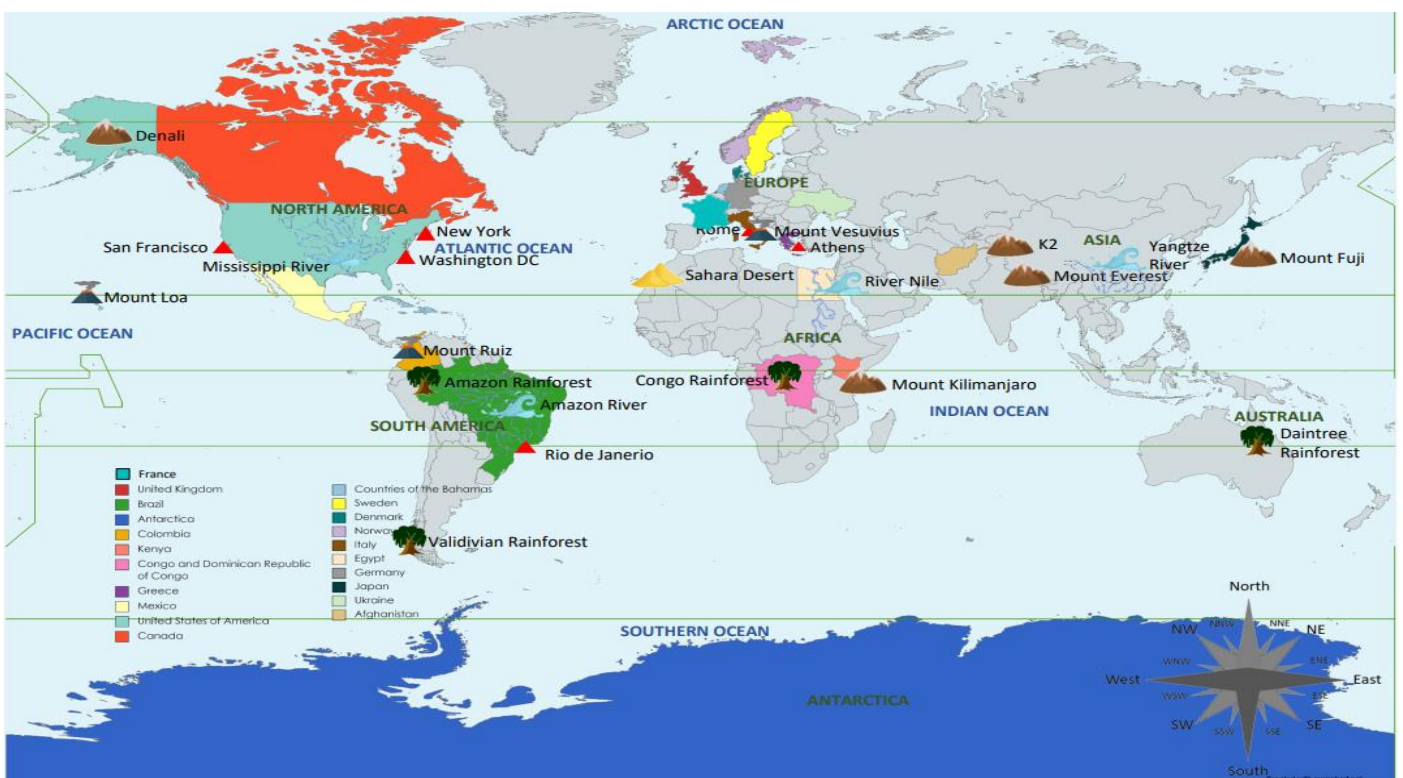
Geography lessons follow a set structure at Mandale Mill Primary School to enable children to build on prior knowledge and make clear links between their learning in each year group. All lessons begin with a mapping starter which enables children to study a world map, following this the children will look closely at an area on the map linked to their half termly topic and previous topics they have learned earlier in the academic year or previous year groups. Furthermore, pupils from Y1-Y6 have a continuous provision map (evidenced in the front and back of their Geography books), these maps enable learners to build upon their sense of place and understanding of the world, make comparisons between different places, initiating a discussion about prior learning and current learning of different areas of the world. Children are able to discuss links in their knowledge and understanding of place and both human and physical features of the areas of study outlined in the Geography road map and half termly topics.

**Continuous provision map-**



***This map of the UK should be printed in A3 and placed at the front of Geography books***

***This world map should be printed on A3 and stuck at the back of Geography books***





Digimaps for Schools (an award-winning online mapping service supporting cross-curricular teaching of geography, maths, literacy and history) is implemented into the Geography curriculum which enables teachers to plan activities which facilitate children’s learning in Geography and increase their exposure to a variety of maps. An OFSTED research review (2021) reported, “pupils need to learn how to interpret resources such as aerial photography, satellite imagery and digital mapping. In a high-quality geography curriculum, plans introduce pupils to different types of mapping, including topological and thematic mapping”. Through Digimaps Children are exposed to a variety of different maps electronically or through the printed resources which are easily accessible on the Digimaps website, meaning mapping skills can be taught and maps are interchanged throughout different topics.

**SEND-**

At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy and it provides a broad and balanced education to all children. Children whose needs are greater than the majority, will be able to access the Geography curriculum through the use of differentiated tasks and activities that will extend and challenge the least and most able, enabling them to progress at the appropriate level for their ability. Assessment allows teachers to set challenges and respond to each individual child’s needs meaning learning can be adapted to ensure Geography is accessible to all learners.

**Resources-**

At Mandale Mill Primary School we have a range of resources to facilitate and support teaching and learning in Geography from Early Years to Y6. Atlases and globes can be accessed and the Digimaps subscription is available for all teachers to use throughout school. In addition, books within the reading canon have been carefully selected to support learning in reading and make cross curricular links with Geography. School trips are planned into the curriculum to enable children to carry out field work and provide them with rich learning experiences, which bring the Geography curriculum to life.

**Impact-**

Teachers will assess children’s understanding of knowledge and skills in every half termly Geography topic through observations in lessons, targeted questioning and pupil discussions. This will enable teachers to identify areas of strengths and improvements at the point of learning (AFL) and enable children to provide scaffolded support, further explanation or demonstrations where necessary.

At the end of each half termly topic in Geography pupils will complete a ‘topic quiz’ which entails all the key elements of learning and skills the children will have obtained throughout that half term. Teachers will then use the quiz alongside their teacher judgement from AFL to assess whether the children are Working Towards (WT), Expected (EXS) or Greater Depth (GDS) at the end of each unit. Following this, the data will then be inputted onto SharePoint to enable the Teaching and Learning lead, Curriculum Lead and Geography Subject leader to track and monitor progress over time.



## ***What should children be able to do as a result of the Geography curriculum?***

### ***The Geography curriculum covers 4 main areas of learning:***

1. Locational knowledge
2. Place knowledge
3. Human and physical geography
4. Geographical mapping skills and fieldwork

### ***Early Years-***

The OFSTED Geography Research Review (2021) reports, from the early years, the geography content that children learn can allow greater awareness of people, the environment, the relationships between them and the child's place in this relationship. This sense of belonging is recognised as being significant in children's social and emotional development and in preparing them for more formal learning. At Mandale Mill Primary School Geography is embedded into the Early Years curriculum and the continuous provision is adapted in a way that encourages communication and language about the environment, children are able to explore their local area, draw their own maps and learn more about the world around them.

### ***Monitoring-***

Progress of pupils and the quality of teaching and learning in Geography will be monitored and reviewed (as detailed in the monitoring cycle and action subject leader action plan) through learning walks, pupil and staff voice and book looks. The Geography leader will provide feedback to staff to ensure staff are confident in teaching all areas of the Geography curriculum and children continue to make progress and build on their learning year upon year.

Achievements in Geography are to be celebrated in line with Mandale Mill Primary School's Behaviour Policy. Parents and carers will be invited to a 'Celebration of Learning Event' at the end of each half term where children will showcase their learning to parents, carers and guardians, meaning they can celebrate all of their wonderful achievements.

### ***Responsibility of Geography Leader:***

- Formulating, reviewing and updating policy document guidelines.
- Ensuring the Long-term plan of work is implemented.
- Ensuring that the curriculum is relevant to the ability and needs of all pupils and reflects cross curricular opportunities, special educational needs and equal opportunities.
- Producing an action plan.
- Monitoring standards of teaching and learning in accordance with the monitoring schedule.
- Informing the Head teacher and curriculum lead of standards and developments within the subject.
- Keeping up to date with the latest developments and inform staff.
- Acting as a consultant to other members of staff.
- Liaising with outside agencies.
- Organising and maintaining resources.
- Monitoring progress and checking pupil understanding of key skills and knowledge
- Tracking assessment within the subject area
- Liaising with Governors and other stakeholders.
- Provide CPD to staff where necessary
- Work alongside curriculum leader

**This policy will be monitored by the Geography Leader. They will also ensure that the policy is working in practice and review it every two years.**

**This policy should be read in conjunction with the Teaching and Learning policy.**



**Article 3:** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 28:** Every child has the right to a good education.

**Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.