



# Coton-in-the-Elms Primary School

## Geography Policy

Version	Last review	Reviewed by	Next Review	Comments
1	October 2022	Mrs H Whitby	September 2024	Updated to reflect changes to the curriculum
2	September 2024	Mrs H Whitby	September 2026	Updated to show focus on building lasting knowledge

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## **INTENT**

### **1. Introduction**

As stated in the 2014 National Curriculum, Geography should “inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.” With this in mind, Coton-in-the-Elms C of E Primary School’s vision is to provide an enquiry based Geography curriculum which equips pupils with 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” including how to explain how the Earth has been shaped and changed over time. Children will develop enquiry and fieldwork skills to collect, interpret and communicate geographical information.

### **2. Ethos & Aims**

At Coton-in-the-Elms C of E Primary School we aim to deliver a high quality Geography education which engages and inspires pupils to cultivate a curiosity about the natural world; empathy for the people who live in it and understand how humans can impact upon Earth. The opportunities we provide as a school will encourage children to reach for excellence and apply learning and skills to real world contexts. We aim to not just give children the basic curriculum but provide them with enriching, real life experiences which promote a sense of awe and wonder.

The 2014 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**

### **3. How is Geography taught?**

The children have Geography lessons in their classrooms or in the school grounds. Special WOW days or trips may take place for geography throughout the year, which could involve visiting the local area or other locations. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson.

Geography lessons are taught weekly for three half terms (with the other three half terms allocated to teaching History). Progression documents show how learning is built upon over time. These statements are used to ensure that the learning planned for the children builds upon their prior learning. Medium-term plans are written by staff to show a set of progressing objectives for each year group. The curriculum has been designed to make reference to local geography as well as current environmental challenges across the world and practical application of mapping and fieldwork skills. Opportunities for children to develop fieldwork skills are included yearly, including EYFS and mapped on the geography curriculum overview.

Sticky learning for each topic is identified at the start of the unit, These support assessments. at the end of a unit of work.

Each unit of work has an overarching enquiry question which links to the objectives they will cover. For example, the Year 5 pupils learn about biomes, land use and economic activity through the theme “Why should we save the Amazon rainforest?” The medium-term plans indicate the disciplinary knowledge and skills children will acquire throughout the unit.

### Teaching techniques

Opportunities in every lesson are provided for pupils to revisit prior learning and help pupils to build schemata. Geography is taught using a mixture of approaches. Children will have a variety of experiences where they participate through orienteering, observing weather and land form processes through models and experiments, using a range of sources of geographical information, data research, discussing and evaluating. We strive to develop children’s enquiry skills through the use of questioning and by setting the children tasks and exposing them to experiences which will help their information finding skills. A variety of approaches are used to ensure all pupils can access the curriculum. Each unit will involve the use or creation of digital or physical maps to develop their understanding of the world and make individual connections within it.

### Vocabulary

Children will learn a variety of specific geographical vocabulary as they progress through the subject. Key vocabulary is planned into the medium-term plans and this shows progression across year groups. Displays show the vocabulary that has been taught.

Knowledge organisers include the key knowledge that will be covered in the unit of work. These include a glossary of key vocabulary as well as diagrams to support learning. Knowledge organisers will be made available to children in each geography lesson taught.

### Working Walls

Working walls reflect the learning that is happening in the classroom. These include vocabulary, the key question, images of landscapes, maps, diagrams showing geographical processes, environmental issues and modelled work completed during the lesson. Pupils use the working wall as a tool to help them in lessons and recap on previous learning to embed knowledge into their schemata.

Each geography unit will clearly display which elements of learning fall into physical, human geography or both.

## Can you still?

To enable children to build their schemata and retain knowledge in their long term memory, daily Can you still? pictures and questions are used during registration. These quizzes will feature key knowledge from previous lessons, terms and year groups covering science, geography, history, French (KS2 only), art & design and Design & Technology. Children will be explicitly taught that these quizzes are there to help them build lasting knowledge and make connections across time periods and subjects.

To further support children's memory, knowledge of key facts and to develop an interest in geography a fortnightly Where in the world? competition will take place in school for all year groups. This will feature learning from the curriculum and topical places from recent events.

## 4. EYFS

In Reception, the children are developing their geographical understanding of the world through planning and teaching based on the objectives in the "understanding the world" section. These objectives will be met through many play based activities, stories and through using interactive resources so that the learning is meaningful and relatable. Geography is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about where they live; the wider world; and the people and communities within it (including those of their families and other people they know). In the Foundation stage, Geography makes a significant contribution to developing a child's understanding of the world through activities around the seasons; discovering about space and different places; and meeting different people so they can place themselves in the world and make connections.

## 5. SEND Pupils & Inclusion

At Coton-in-the-Elms Primary School, we ensure that Geography is a subject that is accessible to all pupils. A range of teaching techniques are used to support all learners with understanding the lesson. Activities are scaffolded according to need. Pupils with a particular flair for the subject are challenged with open ended tasks which provide opportunities to tackle more complex questions and employ a wider range of resources.

## IMPACT

### 6. Assessment & Recording

Geography is assessed in a variety of ways. Verbal feedback, questioning, written work, photographs and recordings, can be used as evidence and can support teachers to assess.

At the start of each unit the teacher will introduce the enquiry question and sticky learning to engage the children, allowing them to share any existing knowledge or experiences.

Throughout the lessons, teachers will use assessment for learning techniques such as questioning to assess the children's understanding and development of skills. Future lessons will ensure any misconceptions are addressed. Teacher assessment is based on the 'sticky learning' set out at the start of the unit. Assessment is carried out across lessons through the

use of revisiting questions to interrupt the forgetting and build on prior learning. This information is then collated for the subject lead to analyse and review progress.

At the end of the topic in Key Stage One and Two, children will complete an activity based on the sticky learning questions introduced at the beginning. Children should then show increased knowledge and skills when completing this task at the end of the topic. These will be stuck in their books under the exit ticket to show the progress. These will show progression in both knowledge and application across the school with the focus being on discussions in KS1; quizzes in LKS2 and reports in UKS2.

In EYFS, learning is achieved through play and exploration using continuous provision. Therefore, teachers will have a discussion at the beginning of each of the lessons asking children what they know about the lessons objective. They will then reflect on what they have learnt at the end of the lesson and through the daily “can you still” questions at the beginning of the day. EYFS teachers will add photos and comments on to Tapestry to show the children’s learning and flag the “understanding the World” area of learning which the geography lead can look at their progression throughout the year.

The Foundation stage assess geography based on the Early Years Foundation Stage Curriculum. The ELG (Early Learning Goal) is what is expected at the end of the Foundation year. The Children are given a grade to show whether they have met the Understanding of the World objectives. They can either be are emerging (still working towards) or expected (Meeting the objectives for their age independently).

## **7. Monitoring**

Monitoring is used to review the implementation of the curriculum and its impact on pupils’ understanding. This will involve looking at work samples; assessment data; pupil voice; working walls, progression of enquiry skills and Geography coverage taking place. Any monitoring findings will be fed back to staff and CPD will be provided as required.

An impact statement will be written and shared with leaders and governors yearly. Findings will be used to evaluate progress towards the aims of the action plan and feed into next year’s subject action plan.