

# St Andrews CE Primary School Geography Policy and Curriculum Guidelines.

School moto:

Respect, achievement, fun.

School vision:

“Shine like stars.” Philippians 2:15

At St Andrew’s we want our children to have the brightest futures, each one nurtured individually to be a shining light with their own unique sparkle. We encourage our children to have high aspirations and to always try their best, knowing that they are at the centre of everything we do. We teach one another to have respect, to achieve and to have fun. We help our children to understand that with trust, compassion, friendship and forgiveness they can shine. Our vision draws inspiration from Philippians 2:15-16 (NCV) 'Then you will shine like stars in the dark world.' This vision is based on all members of the school community showing God’s light to others through our character, our conduct, our actions and our words.

Purpose of study and objectives:

At St Andrew’s, we notice and understand that importance that geography carries within the National Curriculum. The purpose of teaching geography here is to ignite an interest within children’s curiosity to understand their local area and the wider world that they live in. We aim to equip children with the appropriate geographical skills alongside the opportunity to use these skills within fieldwork and practical learning, with the child taking ownership of their own education.

To ignite the enjoyment of learning within geography, we allow the child to learn about their locality, exploring geography through fieldwork on the school grounds and also further afield. We use this early hook to compare their local knowledge to the rest of the United Kingdom and the rest of the world. As children move through the school they will take the skills that they have learnt in the EYFS and Key Stage One and put them into practice throughout Key Stage Two. Our teaching of geography aims to work alongside the child at understanding the importance of care towards our world, both locally and worldwide.

Our Aims:

- To allow the children an understanding of their local environment and how they should involve themselves within it to protect it.
- To allow the children the opportunity to implement the skills they have been taught through: fieldwork, observations, map reading and map designing.
- To develop children’s knowledge and understanding of the human and physical process which create and develop places at a local, national and international level and to be able to make contrasting observations on these.
- To recognise issues effecting the environment at a local and global level, drawing their own conclusions on how to support this.
- To enquire geographical skills, practical ability and key vocabulary to carry out their own geographical enquiry.

- To form their own understanding, through questioning and research, to be able to gather their own opinion and view on the world.
- To recognise the importance of geographical location and human affairs effect economic, social and physical relationships around the world.

#### Teaching and Learning:

Throughout Key Stage One geography is taught as a skills based curriculum. Teachers follow the National Curriculum, but are also allowed the freedom to plan lessons around the interests of children and current affairs within the world. By the end of Year 2, it is expected that all children have been given the opportunity to have an understanding of geographical skills that they have been taught in Key Stage One.

Throughout Key Stage Two, children are given the opportunity to develop the skills taught within Key Stage One by using them in practical and engaging lessons. Geography sessions are implemented through Topics that are selected before the school year starts. Where possible, geography lessons are taught alongside the topic and allow children a further understanding to the world around them. Having individual geography lessons ensures that the entire of the geography curriculum is taught in depth, and that a progression of learning is visible.

All geography lessons include over learning questions from previously taught topics, from previous years and that school year. Overlearning allows children to remember more and link knowledge to previous topics taught, throughout school. Sparking a curiosity and links to all of our geographical coverage

Geography will be taught once termly, in order to allow full curriculum coverage. The topics selected, will be of a geographical focus, allowing geography to have the optimal impact when taught.

#### Methods of Teaching:

At St Andrew's, the teachers implement a variety of teaching methods within geography to ensure that all the learning needs of the children are met, giving each child the opportunity to learn grow and shine like stars. The methods that teachers use allow children the access to a range of geographical resources to develop their knowledge and understanding in this area. Teachers utilise many different teaching methods such as:

- Knowledge provided by the teacher and teaching assistant.
- Use of the school grounds and the surrounding area for the use of fieldwork.
- Individual and group enquiry.
- Use of a range of maps, atlases, photographs and videos.
- Globes being placed within each classroom to enable quick access and cross curricular opportunities.
- Use of ICT to aid research for use of maps.
- Role playing and drama based activities.
- Engaging activities such as building models, creating maps and aerial views using different materials and showing routes.
- Educational visits to different settings to support the topic of learning.
- Opportunities for enquiry, where children ask their own questions to gain their own understanding and have the chance to learn what they want to about the topic.
- Curriculum coverage maps created by Subject Leader.

EYFS:

We teach geography throughout all three areas of our foundation stage (2by2, Preschool and Reception). At St Andrew's we believe it is an integral part of the development of young children to have a sound base of geographical knowledge. We have opted to be an early adopter to the new Early Learning Goals (ELG's) and implemented these into our teaching for the academic year starting in 2020. We give the children the opportunity to understand the locality of the world around them. Giving children the opportunity to meet key people within the community and visit accessible areas such as parks. Geography takes a significant step within the ELGs to develop a child's understanding and knowledge of the world.

Cross curricular learning:

At St Andrews we understand the importance and value of cross curricular learning, especially within the implementation of the geography curriculum. As children progress through the school they are gradually given more knowledge and skills. Implementing these into all learning becomes more available. Within the geography curriculum teachers are advised to include cross curricular opportunities for children. These will be available in such areas as fieldwork where PE sessions and Maths skills will be vitally important.

Assessment and recording:

At the start of each topic, teachers are given a topic coverage map from the Subject Leader. This clearly shows the progression of learning which the teachers aim to implement for the child. Before each topic taught in geography, children are asked what they want to learn about the topic and what existing knowledge they already have. This allows the teacher the opportunity to base learning on the interest of the child and to build on prior knowledge around a topic.

Children will produce a product at the end of each geographical topic, to summative assess what they have learnt throughout that topic. This end product will be determined by the class teacher and assessed against the key learning outcomes for that year group. Kahoot quizzes will also be used as a form of summative assessment, at the end of each topic taught.

Children are formatively assessed during each geography lesson. These assessments can take place during a lesson, so feedback and support can be implemented, and after the lesson has concluded.

At St Andrew's we also have individual work books for geography. Allowing anyone looking at a child's book the opportunity to clearly see the progression of learning in the subject area of geography.

At the end of each unit taught, children will take part in a 'Kahoot' style assessment. Within this, children will have questions relating to overlearning and the unit of study. To give all children the opportunity to succeed in assessment, writing assessments will also be given to the children. Children will be awarded the opportunity to show all of the knowledge and skills that they have gained, throughout the unit.

Monitoring and review:

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the subject leader and SLT. The subject leader is also responsible for supporting colleagues in the teaching of Geography, being informed about current developments in the subject.

D. Martin.

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