



# Geography Subject Policy

September 2022

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## 1. Vision and values

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

## 2. Subject statement

Through geography at Abberley Primary School, we seek for our pupils to gain an in depth understanding and knowledge of the physical world and the people who inhabit and the impact they have on it. We want our pupils to have a strong sense of location and direction and the ability to apply a wide range of resources and skills to deepen their understanding of the world, specific places and physical features.

Aims – All pupils will be given opportunities to:

- 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

## 3. Approach to teaching and learning

At every possible opportunity we seek for the pupils to learn through enquiry and exploration of the world and its people. Enquiries should encourage students to apply the key learning verbs indicated in the geography progress. Locational knowledge is of paramount importance to the development of the understanding of pupils in geography and along with the skills will be what we monitor to ensure pupils gain a good grasp of the key concepts. Lesson should include a variety of resources for exploration such as maps, photographs and videos of the natural world.

At all times we want to develop in our pupils a love for and appreciation of the world and its people and cultures. In KS2 all pupils will have the opportunity to take part in an annual residential activity and a field work trip, which will incorporate a broader topic of study and include the gathering of data for geographical analysis.

Vocabulary development is a key part of geography learning. The learning objective will be clearly defined for each lesson as well as the core vocabulary for that lesson. This vocabulary will be recorded alongside the objective in most circumstances. This ensures that vocabulary (substantive knowledge) remains central to the learning in geography.

#### 4. Timetable allocation

Year 1	Geography will be explored for the equivalent to one hour each week. However, this may be blocked into two hour sessions for half a term with history.
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

#### 5. Curriculum overview and progression

The planning overview and subject progression can be found on the school website through the following link:  
<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=179&type=pdf>

#### 6. Assessment/inclusion and challenge

It is essential that the teaching of geography is based on the needs of each individual in terms of their knowledge and understanding. Through each programme of study it is essential that pupils have the opportunity and time to develop their locational knowledge as this knowledge is required for the development of the skills within each year group. Where gaps are identified through work scrutiny and monitoring of learning, class teachers will be encouraged to provide opportunities to ensure that these are addressed. Whilst we recognise some pupils find it more difficult to retain an understanding of the key vocabulary, we will strive to make learning memorable through practical and repeated application of the specific terms to enable pupils to understand the context of the words.

Pupils should be challenged to think increasingly independently about their topics of study and engage deeply with the materials and resources, looking for further opportunities. Close ended tasks may be a feature of the development of locational knowledge and map work, but broader studies and field work should provide significant opportunities for a greater depth of understanding to be demonstrated. In these instances feedback linked to the skills development should be provided through a written or verbal comment to support the ongoing development of the associated skills.

#### 7. Cross curricular and IT links

IT can enhance learning in geography and the use of IT includes some or all of the following:

- Presentations in PowerPoint
- Word processing
- Presenting data in graphs or charts
- Analysis of data
- Communication with those of other cultures (e-mail or video calling)

The core concepts of geography are closely aligned to those studied in history and science. For example, students learn about the water cycle in science and geography at different stages of each curriculum. Significant place knowledge is required to grasp contexts in history. Locational knowledge is therefore an essential and core element of our geography curriculum.

#### 8. Roles and expectations of staff

- SLT  
To ensure that the curriculum is followed and that teachers are suitably trained and equipped to teach the skills and knowledge safely. To allow time for teachers and the subject coordinator to fulfil their role.
- Subject coordinator  
To put in place a curriculum and monitor and evaluate it, ensuring pupils are given opportunities to meet the age related expectations and to provide support and feedback to staff relating to the quality of teaching and learning in line with the school monitoring schedule.
- Class teachers  
To plan and teach the geography curriculum effectively, preparing genuine enquiries through which children are engaged and develop a deep scientific understanding and range of age related skills. To monitor the pupils learning adapting the curriculum where necessary to meet individual pupil's needs and provide feedback and ensure pupils meet age related expectations where possible. To report regularly to parents and the subject coordinator on individual pupil progress.
- Teaching Assistants  
To support the development of skills and knowledge as directed by the class teachers. To help prepare resources and set up materials for lessons as required.

## 9. Staff development and expertise

All staff who teach geography are qualified, supported and experienced teachers. Skills audits will form part of the annual subject development planning.

'Mastering Primary Geography' by Anthony Barlow and Sarah Whithouse will be used to form the basis of training for all teaching staff during staff CPD meetings. These will focus on geography CPD termly. This is distilled by the subject leader during staff meeting.

Primary Huh by Mary Myatt and John Tomsett has been read to inform our approach to teaching quality geography.

Throughout this year we will be further developing our strategy to ensure pupils retain what is taught and know more over time.

## 10. Monitoring of standards

Termly staff meetings will focus on the development of standards across the geography curriculum and ascertain the professional development requirements.

Book reviews will be conducted at least twice each year to monitor the opportunities and development of pupils across all abilities and ensure that there is clear curriculum progression in terms of skills and contextual understanding and knowledge.

Learning walks and lesson observations will take place to monitor the standard of teaching in line with the school monitoring schedule, with feedback given to staff to support ongoing progression.

Following a sequence of geography learning, pupils will take part in a digital ten question vocabulary quiz to determine the extent to which they have understood and retained the vocabulary that has been taught. This data is added to our whole school tracking and is analysed as part of pupil progress meetings to ensure that pupils are accessing and developing their geography understanding in line with the school curriculum.

## 11. Subject Development

Annual subject development will be conducted by the subject coordinator at which point this policy will also be reviewed.

Resources will be audited in May of each year to ensure that there is adequate resources to teach the curriculum the following year and schedule residential and field work learning. Throughout the year the development planning will be reviewed to monitor progress against key targets and help inform planning for the following year.

Subject coordinator: Rebecca Harvey

Subject governor: Jenny Buckley