



Eccleston C.E. Primary School

Let Our Light Shine

Geography Policy

Curriculum Committee

Reviewed: Autumn 2019

Approved by Curriculum Committee: Autumn 2019

Approved by Full Governing Board: Autumn 2019

Signed by Chair of Governors:

Review Date: Autumn 2022

Eccleston C.E. Primary School
Geography Policy

Intent

At Eccleston C.E. Primary School geography education is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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. (The 2014 Primary National Curriculum in England)

Geography teaching at Eccleston C.E. Primary School has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

- To inspire pupils' curiosity to discover more about the world.
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- To provide opportunities to study geography across the curriculum.

Implementation

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. The geography curriculum at Eccleston C.E. Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their geography lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

All children at Ecclestone have access to a challenging, broad and balanced geography curriculum regardless of gender, race, cultural or social background, special educational needs or being more able learners. At Ecclestone we achieve this through the provision of suitable quality learning opportunities for each individual child, usually within their year group. When teaching geography, teachers follow the children's interests where possible to ensure their learning is engaging, as well as broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement. Educational visits are an excellent opportunity for teachers to plan for additional geography learning outside the classroom. At Ecclestone C.E. Primary School, the children have many opportunities to experience geography on educational visits. Children carry out fieldwork in the local area and within the school grounds. Local museums also provide an opportunity to further geography learning, as well as trips to local woods, farms, castles and using map reading and other geographical skills during residential trips.

Impact

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms an important part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Geography book scrutinises carried out by the subject leader.
- Termly reporting of standards across the curriculum.
- Marking of written work in books.

Marking and Assessment:

During the planning stage, clear learning objectives for each lesson are set and opportunities for ongoing assessment are identified. As with all subjects taught at Ecclestone C.E. Primary School, class teachers use assessment for learning to continually inform and adapt their planning to suit the needs of the children in their class. Whole class assessment sheets for geography are completed on a termly basis by each class teacher and given to the subject leader. Self-assessment and peer-assessment are also encouraged in order to foster independence and develop the children's evaluative skills.

Colleagues with responsibility for geography

Geography subject leader - Mrs Sarah Piper

Governor with responsibility for geography - Mr Keith Ivens

Headteacher - Mrs Katie Prescott