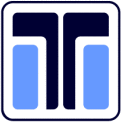
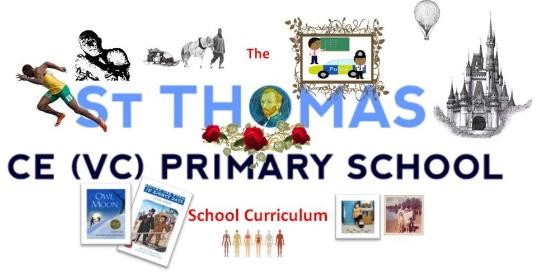
St Thomas CE (VC)

Primary School



Geography Policy

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| **Policy Reviewed on:** | **May 2023** |
| **Policy to be reviewed on:** | **May 2024** |



**Geography**

*Subject Policy*

## Geography at St Thomas CE (VC) Primary School

# Intent:

At St Thomas Primary School we aim to provide a Geography curriculum which engages pupils, enhances curiosity and develops pupils who have a positive attitude for learning about themselves, others and the world around them.  We want our pupils to think, discuss and work like Geographers. We do this through providing children with the Geography knowledge and skills needed to enable them to become independent learners, and through opportunities given for pupils to carry out field work.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

It is essential for children to be able to build connections between their current Geography knowledge and future learning across the curriculum.

*The aims of teaching geography in our school are to develop pupils who:*

* Exhibit a curiosity, fascination and positive attitude for learning about themselves, others and the world around them.
* Acquire a secure knowledge about the wider world and the locality they live in.
* Develop and use a vast geographical vocabulary.
* Develop problem solving, cooperation and interpersonal skills through fieldwork.
* Ask and apply geographical questions, knowledge, skills and findings when working like a Geographer.
* Apply and transfer geographical knowledge and skills into other curriculum areas.
* Develop independent learners, who can access, interpret and use a range of sources to support their own learning.
* Communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length.
* Reflect on their learning and consider the impact and consequences of their behaviour and actions on the present and future world.

## Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers:

All children will have Quality First Teaching. We understand the importance to ensure that children with identified Special Educational Needs and/or Disabilities or in receipt of pupil premium funding have access to an ambitious Geography curriculum. Within the curriculum area of Geography, these children are provided with additional or reasonable adjustments taken from their own individual targets through their tasks and level of challenge provided. Advice may also be sought from the school's SENDCO where applicable.

# Implementation:

At St Thomas Primary School we have a school curriculum that is designed to provide all children with a broad and balanced education. It engages and enhances their curiosity for the world around them by providing maximum opportunities for independence, practical learning and reflection. Geography at St Thomas is informed by the National Curriculum and supported by the Cornerstones curriculum which takes account of the skills and knowledge every child needs to acquire to reach clear and defined end points. There is a clear, planned year on year progression.

Children are taught to apply their knowledge and skills when working like a Geographer and to use supporting sources to further enhance their understanding. We promote the enrichment of Geography skills and understanding through outdoor learning. By carrying out fieldwork, children develop problem solving, co-operation and interpersonal skills. Throughout the progression of Geography in our curriculum children are taught to reflect on their learning and consider the impact and consequences of their behaviour and actions on the present and future world.

**Impact:**

At St Thomas Primary School children present their knowledge, understanding and skills in various forms such as written, verbally and through diagrams. Work is marked in accordance with the school’s marking policy and enables teachers to support progression by addressing any gaps in pupil knowledge through purple pen work and reflect slips. Opportunities are also provided for pupil's work to be celebrated both in class and on a Geography subject display, with ARE work from all year groups displayed and progression clearly evident. Each Geography topic is assessed and gaps plugged. Pupils themselves play a crucial part in their own learning and are given opportunities to self and peer assess. This provides the opportunity for children to develop into reflective and independent learners.

The implementation of the Geography curriculum is monitored throughout the year by the Geography leader.  They ensure Quality First Teaching and learning is taking place throughout the school by carrying out various measures including reviewing work samples, planning scrutiny, lesson observations and pupil voice when talking to pupils about their learning. A written monitoring form is completed and feedback shared with all staff.

In addition, we assess the impact of our Geography curriculum on the spiritual, moral, social and culture development of our children. We consider whether the application of our school curriculum develops and facilitates our children to become good self-aware citizens within our own school community and wider community.

## Leadership and Management

The Subject Leader's role is to empower colleagues to teach Geography to a high standard and support staff in the following ways:

* Keep up to date with changes or new initiatives that would support the development of Geography throughout the school.
* Provide guidance and support through open and honest discussions with colleagues, therefore developing an awareness of development needs of staff members.
* Leading by example by modelling lessons or exemplary planning examples.
* Having knowledge of the quality of the Geography provision across the school through monitoring and providing feedback to develop practice further in order to raise standards.

## Monitoring and Evaluation

The quality of teaching and learning across the school is monitored by leadership as part of the school appraisal process. The Geography leader annually creates a geography action plan to support the monitoring of continuation, progress and AFL across the school.

* Monitoring Geography has clear timetabled teaching time throughout the term;
* Reviewing work samples with the pupils and/or teachers;
* Discussions with pupils;
* Looking at planning to check for correct coverage and outdoor learning opportunities within Geography;
* Assist with maintaining and replenishing resources that are required within the budget;
* Ensure that the school curriculum plans allow for progression across school.

In addition to this, a named member of the governing body is briefed to oversee the teaching and learning of Geography.

## Partnerships with Parents/Carers

Parents/carers are kept informed half-termly of the topic that their child will be covering. Knowledge Organisers are shared with parents to inform them of what their child is learning. Depending on the age of the child homework is set via our schools online learning platform – Seesaw. Part of every child’s homework is based around the topic they are studying and therefore provides each child with the opportunity to develop enjoyment of the subject by spending time with their family applying their Geography knowledge and skills.