



Signed.....

Date.....May 2024

Review.....May 2026

Woodford Valley C of E Primary Academy Geography Policy

This School is committed to creating the ethos in which children can grow towards Christian life, love and learning.

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.”
John 13: 34-35

This policy document is a statement of the aims and principles for the teaching and learning of geography at Woodford Valley C of E Primary Academy.

The Importance of teaching Geography

Through our teaching of Geography we intend to stimulate children's curiosity to explore and engage in the world around them. Our Geography curriculum enables pupils to consider and explore their place as global citizens with an active role to play in a constantly changing world. Geography gives pupils a structure with which to understand the key physical and human processes which shape and change our environment over time and influence communities from local to global scales.

Intent

Our intentions in teaching geography are:

- to stimulate children's curiosity about the world around them
- to help children develop an understanding of the physical and human features of their own surroundings as well as in the wider world
- to encourage children to learn about their local area (including Stonehenge) and make comparisons with other regions, both within and outside the UK
- to enable children to draw and interpret small scale and large scale maps
- to encourage children to develop skills of research, analysis and problem-solving through a process of critical enquiry based on observation, description, explanation & interpretation
- to enable children to develop fieldwork skills, following an enquiry, collecting and presenting data, making and recording observations
- to inspire children to think about their place in the wider world as responsible global citizens and to enable them to consider their own values and responsibilities both to other people and to the environment.

Implementation

Our Geography teaching aims to enable all children to develop the skills and knowledge to think as geographers. To achieve this we teach in various ways, styles and contexts to meet the needs of all children. Within our Geography lessons we give children opportunities to collaborate with others, listening to others' ideas and responding to these with respect. We use a mix of whole class teaching, small group work, paired work and independent work. We provide additional support or resources to ensure outcomes are achievable and provide a challenge for all learners.

Geography Curriculum Planning

Our Geography curriculum is carefully sequenced to enable children of all abilities to deepen and build upon their understanding and knowledge as they move through the school. The progression of skills in our Geography curriculum focuses on six key areas. These are: locational knowledge, place knowledge, human and physical knowledge, map skills, fieldwork and investigative and critical thinking skills.

The Geography curriculum is organised on a topic basis. In Key Stage one, topics will have a predominantly Historical or Geographical focus; however all topics will include an element of History or Geography. In Key Stage two these topics alternate with Geography. In addition to discrete Geography lessons, cross curricular links are frequently made and children are encouraged to apply their geographical knowledge and skills in cross curricular contexts. This enables greater exploration and engagement within a topic.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plans map the Geography topics studied in each term during each Key Stage. Our medium-term plans give details of each unit of work for each term. Teachers can create short-term plans for each lesson and these list the specific learning objectives.

Foundation Stage

We teach Geography in Reception Class as an integral part of the early learning objectives covered during the year. As the Reception Class is part of the EYFS framework, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELG) that underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG Understanding the World objective within the People and Communities and The Natural World areas of learning. Children are enabled to develop their sense of place in the world through a range of personal experiences including engaging with members of our local community. They deepen their understanding of the world relative to their own lives as they explore familiar and less familiar festivals, celebrations and traditions. They compare and contrast characters from stories and different family and community traditions. Provision enhancements through the year enable children to explore, discover and wonder at different aspects of our world. Regular welly walks in our local area provide opportunities for children to explore an environment beyond our school and to develop their spatial awareness. Children are introduced to photo maps and are given opportunities to record their journeys.

Fieldwork

Fieldwork is integral to Geography teaching and we include as many opportunities as we can to involve children in practical Geographical research and enquiry. We make use of our local area and school trips. For example; Reception and Year 1 classes often explore elements of fieldwork in welly walks in the local area and Year 5 and Year 6 explore Geographical elements such as map reading and navigation within forest school learning.

Resources

Each class has a globe, atlases and books linked to Topic. We have a set of OS Explorer maps and compasses. The school uses the Wiltshire library service to supplement resources for Topics. These often include artefacts from around the world, video clips and topic books. The school also makes use of local expertise wherever possible such as members of our local community and our local area to enrich pupils' experience of Geography.

The school is a member of the Geographical Association and regularly receives the Association's 'Primary Geography' magazine.

Measuring Impact

Teachers evaluate children's work in Geography through observations during lessons and assessment of work. Assessment focuses on children's understanding and skills in six key areas as detailed in the Geography progression of skills and curriculum planning (above). Children's progress in these six key areas is recorded by teachers on the pupil progress tracker as areas are covered through the year. This is used by teachers the following year to ensure each child is enabled to progress and build upon their current understanding.

Through our Geography curriculum, we aim to enable and equip children to critically evaluate their own place in the wider world and to ask questions about the global community in which they live. We challenge them to be independent thinkers and problem solvers; this enables them to consider their own values and responsibilities both to other people and respect their environment.

Monitoring and Review

The Geography subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in geography. The Geography subject leader is also responsible for supporting colleagues in the teaching of geography, being informed about current developments in the subject and the development of geography within the school. Throughout the year the subject leader aims to review samples of children's work, interview pupils from different classes, visit classes to observe teaching in the subject and monitor and evaluate children's progress through the year groups as set out in the progression of skills document.