

Sunning Hill Primary School



Geography Policy

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Reviewed by: Governing Body

Geography POLICY

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events and first hand experiences.

Curriculum Intent for Geography

Sunning Hill is committed to providing a geography education that inspires pupil's curiosity and fascination about the world and its people. Many of our pupils have limited experience of places within the UK and the wider world, therefore our teaching equips pupils with knowledge and understanding about diverse places, people, resources and natural and human environments. Pupils also develop a deep understanding of the Earth's key physical and human processes through a range of learning experiences such as fieldwork and be able to articulate their understanding using appropriate geographical language so that they can demonstrate what they know and remember. As pupils progress through school, the Geography curriculum will enable them to deepen their understanding of physical and human processes, and of the formation and use of landscapes and environments.

Our curriculum is delivered in conjunction with the use of curriculum drivers which are used to provide a focus for the delivery of the curriculum and allow a common thread to be woven through the subjects. Our drivers are:

- Landmarks
- Landscape
- Tourism
- Global Impact

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Curriculum Implementation for Geography

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The Geography curriculum is delivered as a discrete subject and cross-curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes a Geography curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- We provide a wide range of first-hand experiences to help children make connections and remember more.
- The Geography curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education. As a school we have developed our own matrix to provide challenge and opportunities for deep learning (see appendix A).
- We develop local, national and global multi-cultural awareness by embedding British Values across all learning.
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and is clearly displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- Knowledge organisers are used to map out key information for each unit of work. Children make regular reference to these and they are sent home for children to refer to when completing homework tasks.
- 'Look at What I Know!' activities allow children to demonstrate what they have learnt and what they remember.
- We promote curiosity and critical thinking by giving children lots of opportunities to ask questions about their learning. They use some of these questions to further their learning by doing their own research.
- Pupils are given an opportunity to reflect at the end of each unit by sharing their learning in a variety of ways. They use what they have learnt to identify what else they would like to find out about.
- Working walls/displays show the building of knowledge and skills over the course of a unit. This includes key vocabulary, a class world map and children's work.
- Collaboration is promoted at all levels of school life. In lessons, children have the opportunity to work in groups or pairs.

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- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Marking and feedback policy)
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

Curriculum Impact for Geography

Through the clear and aspirational intent and structured and rigorous implementation of the Geography curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in Geography. The impact of this is measured in the following ways;

- Monitoring of the subject is completed through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure the impact of Geography in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.
- Marking and scaffolding learning by the teacher (verbal as well as written).
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.
- Kahoot quizzes and Flashback Photos are used regularly to reinforce key facts and help information “stick” in children’s long term memory.
- Memory models are used to support pupils in remembering key facts and helping them to see how their learning connects within a unit.
- The understanding of subject specific vocabulary is assessed in Geogrpahy to inform teacher assessments and plan next steps through end of unit tasks. This is assessed, along with the understanding of key knowledge and skills in each topic, in the show me what you know task at the end of each unit.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.