



Stanford in the Vale **Primary School**



Geography Policy

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." Barak Obama

Intent

At Stanford in the Vale Primary School, we believe that our Geography Curriculum will not only inspire, but instil a natural curiosity about the physical and human world. Through high class teaching, we endeavour to equip children with knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

At Stanford in the Vale, we aim to expose children to a wide range of geographical vocabulary, which prompts early language development and is then developed and built upon throughout the school.

Utilising our progressive curriculum, children will develop their geographical skills through the use of maps, atlases, globes, aerial photographs and through collecting and analysing data.

To ensure children gain geographical knowledge and skills, we aim to promote a love of the subject, not only through experiences within the classroom, but also with the use of fieldwork and educational visits.

Our Aims:

- To instil awe and wonder about the world around us.
- To build a knowledge of key geographical vocabulary, which is progressive and deepens children's understanding.
- To increase children's knowledge about other cultures and appreciate how these are similar and different to our own.
- To inspire curiosity about the physical and human features of the world and how these are always evolving.
- To promote and develop a responsibility in how we care for our world.
- To offer opportunities to widen geographical knowledge through enquiry, using first hand experiences, including fieldwork.

Implement

The principle of our curriculum is to teach all pupils through a master approach. Teaching for mastery means that all pupils are taught together as a whole class through a high quality, inclusive teaching approach. This ensures that children keep up with the pace of learning and any gaps in knowledge are addressed immediately.

All lessons will utilise scaffolding and challenge to ensure the same objective is taught to all children and that they are able to achieve.

Geography is a key foundation subject, which is taught throughout the school, ensuring previous knowledge is built upon. Retrieval of prior learning/vocabulary will be at the heart of our teaching to deepen our understanding.

Children will be inspired through the use of key enquiry questions, which are designed to promote fluency over time. Each year group will teach, at least two topics, 6 lessons, based on their enquiry,

In EYFS and Year 1, children will begin to develop their knowledge and understanding about the local area, focusing on our village. This will be progressed upon throughout the school, whereby children will study the UK and its four countries before comparing and contrasting to European and Non- European countries.

Children will also be given regular opportunities to study physical geography with the aid of maps, atlases, globes, aerial photographs and also by collecting and analysing data and fieldwork.

Impact

At Stanford in the Vale we endeavour to ensure children leave with a deep understanding and a love of the world and its peoples.

Through studying Geography, children will have gained key knowledge of the physical and human features that make our world so diverse, thus promoting their **Spiritual, Moral, Social and Cultural** development.

Utilising the triangulation process, we aim to monitor the impact of our progressive curriculum. We will complete this through the use of:

- pupil voice - this will be completed 3 times a year with a variety of children from each year group
- test/data outcomes (Sonar) - clear objectives can be assessed at the end of each enquiry to evaluate children's developing knowledge
- planning - all planning is shared on TEAMS to enable teachers to build upon previous learning

- monitoring of books and displays – enquiry questions and knowledge organisers are shared with staff, children and parents. These should be easily accessible. Displays will show the progression of each enquiry questions.
- learning visits – these will be completed yearly.
- discussions with teaching staff, pupils and parents

Our Long term aims:

By the time children leave Stanford in the Vale they will have a secure understanding of:

Location knowledge:

- The location of the world's countries, utilising maps.
- The key topographical features and understand how these aspects have changed over time.
- The position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge:

- The geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- How to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- The eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- How to complete fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Assessment

Assessment will be ongoing in the form of AfL and retrieval. Teachers will also utilise observations, questioning, completed work and discussions with TAs to monitor children's progress and adapt planning where appropriate.

At the end of each unit, teachers will be able to assess children's understanding and make an informed judgement against targets set in our school curriculum document and Sonar.

Role of the Geography Co-ordinator

The role of the Geography Co-ordinator is to monitor and review progress and standards within Geography. They will also support staff to ensure the curriculum is well planned and progressive.

Throughout the year, the Geography Co-ordinator will:

- Complete book checks - this will be to ensure all objectives are being met and that children are being scaffolded and challenged to enable this to happen
- Complete Pupil voice
- Monitor planning
- Complete CPD and share with members of staff

Policy Written: February 2024

Next Review February 2025

Lisa Scanlon - Geography Co-ordinator