



## Geography Policy

Swavesey Primary School

Middlewatch, Swavesey, CB24 4RN

Head Teacher: Anna-Claire Norden

Tel: 01954 273312

Email: [office@swavesey.cambs.sch.uk](mailto:office@swavesey.cambs.sch.uk)

## Intent

### Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

In Geography, we intend to develop children's curiosity and fascination of the world and its people that will remain with them for the rest of their lives. We follow the National curriculum which states "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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time." The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. In order to develop children's locational knowledge, we intend to use our local area for school visits.

### ***School Aims and Aspirations for pupils:***

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Be competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the Geography assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

### Overview of content (including EY)

- In Early Years, children learn through play. Geography is covered through the area of Understanding the World in the EYFS framework.
- In KS1, pupils begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. Pupils will begin to compare where they live to places outside of Europe and ask and answer geographical questions
- In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skill.

The Curriculum is delivered by:

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has a Geography lead, who is responsible for ensuring the implementation of this policy across the school.

#### Enrichment and the wider community

Each year group will plan visits within the local area of Swavesey and Cambridgeshire to take place during the academic year, including a visit to Fen Drayton Lakes and other local community spaces.

### Impact and assessment

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessments are carried out throughout the units and would include questioning the children at different points, having check-back slides in presentations to check children's knowledge. Occasionally this can be carried out through knowledge checks using whiteboards in a mini quiz style. Children's books will be monitored throughout the units for additional assessment.

Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Below/Towards/At/Greater Depth judgement against each assessment criteria. At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher and shared with parents.

Regular assessments are carried out against the EYFS framework, including Understanding the World. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

The Geography subject lead, who is responsible for ensuring the implementation of this policy across the school.

#### **They are expected to:**

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Maintain resources and advise staff on their use.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

#### **This policy should be read alongside:**

SEND policy

Equality and Diversity Policy

Homework policy

Early Years Policy

Esafety policy

Marking and Feedback policy

Health and Safety policy

