



Emmaville Primary School

Geography Policy

Geography Co-ordinator: Katherine Wallace

Rationale

We want the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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. By revisiting these areas of learning regularly children will remember more, know more and understand more. 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. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

'What, why there, why care?'

(Alistair Bonnett 2008)

'Geographers have a tradition of being curious explorers of both places and ideas. Where does that highway go? Who lives in this big house and why? How did we arrive at where we are? When are we going to learn and live together? Can you really consume more and more and does it make you feel better? Geographical questions are never stand-alone ones. All the questions we ask lead to other questions. Geography is about joining up the dots that help make the big picture. Connections are everywhere.'

(Dorling and Lee 2017)

Aims and Objectives - Intent

At Emmaville, we want our children:

- To gain an excellent knowledge of where places are and what they are like.
- To gain an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical geography are interrelated.
- To gain an extensive base of geographical knowledge and vocabulary.
- To become fluent in complex, geographical enquiry and gain the ability to apply questioning skills and use effective analytical and presentation techniques.
- To have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- To gain significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- To develop fieldwork and other geographical skills and techniques.
- To acquire a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- To develop the ability to express well balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation

The Early Years Geography Curriculum

Enabling pupils to take on the role of a Geographer: exploring, discovering and beginning to make sense of the world around them is an important consideration when planning for the seven areas of inter-connected learning and development that make up the EYFS framework. In particular, the area entitled 'Understanding the World' presents the opportunity for pupils to reflect on the events and routines that they and their peers experience.

By the end of their time in nursery, we would expect children to be able to:

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- Talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

By the end of their time in Reception, we would expect children to be able to:

- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

In the Early Years, most of these aims will not be taught as stand-alone 'lessons' or adult led activities. Rather, it will be the day to day routines, adult interactions and the carefully thought out learning environment that will provide most of the opportunities for the children to explore, engage and question. Outdoor learning experiences are highly valued and by exploring our local area at regular intervals throughout the year, the children acquire a sense of how the same place can change (or remain the same) over time.

Key Stage 1 and Key Stage 2 Geography Curriculum

The geography curriculum has been developed in line with the National Curriculum and following ideas from Chris Quigley's Essential Curriculum and Geography Curriculum Companion.

The curriculum design is based on evidence from cognitive science and is underpinned by three main principles:

- Learning is most effective when there is spaced repetition, the children will have opportunities to acquire geographical knowledge and to build upon this knowledge over a period of time.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Continuous provision, in the form of daily routines replaces the teaching of some aspects and, in other cases, provides retrieval practise for previously learned content. For example; each classroom has an 'Information Station' with weekly changing geographical elements.

The geography curriculum is divided into three strands that run across each key stage. These concepts are:

- Locational Knowledge
- Place Knowledge
- Human Geography
- Physical Geography
- Geographical Skills and Fieldwork

In Key Stage 1, these facets of knowledge are taught through weekly location studies. A carefully planned curriculum map ensures that the children have access to the study of contrasting local, national and international locations throughout Year 1 and Year 2.

In Key Stage 2, the curriculum is mapped into specific areas of knowledge across the four years; including local, national and international case studies. This ensures that the children have access to a complete curriculum coverage by the end of Key Stage 2.

Assessment - Impact

The way in which we have designed the geography curriculum is to help the pupils to meet the attainment goals, known as milestones. As learning is a change to long-term memory, it is impossible to see impact in the short term and we believe that sustained mastery takes time. The milestones describe attainment at the end of a two-year period. The knowledge categories and proof of progress tasks help the pupils to meet these goals and we compare pupil's work over time assessing the impact.

Milestone 1 - at the end of Key Stage 1

Milestone 2 - at the end of Lower Key Stage 2

Milestone 3 - at the end of Upper Key Stage 2

Proof of Progress tasks are categorised into three cognitive domains:

Basic - to be used in the first year of the milestone

Advancing - to be used in the second year of the milestone

Deep - to be used in the second year of the milestone if a schema is strong

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;
- To monitor the teaching of geography in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;

- To attend geography network meetings and relevant courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the geography curriculum.

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