

Matthew Arnold Primary School



Geography Policy

Signed _____ Chair of
Governors

_____ Head Teacher

Date: June 2024

Review date: September 2025

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

At Matthew Arnold primary school, we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The National Curriculum strands of Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Aims

The aims of geography are:

- To ignite children with a curiosity and fascination about the world and the people that inhabit it
- To open children's eyes to the wider world and a variety of cultures and diversities
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Curriculum

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike

Key Stage 1

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, including a small area of a non-European country. They will compare and contrast the areas to their locality focussing on the human and physical features of both. Children will also begin to learn about the wider world. They will carry out geographical enquiry inside and outside the classroom. Children will learn to ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

Key Stage 2

In Key stage 2, human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also use 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.

Teaching and Learning

Geography planning

Geography is planned in three phases: long-term, medium-term and short-term. Geography is planned through creative and purposeful learning opportunities within individual classes.

The identified knowledge, skills and vocabulary for each unit has been mapped out on individual *crucial knowledge sheets* both for staff and pupils. The content aligns with National Curriculum expectations at a minimum. From this, staff develop medium and short term planning.

Assessment and Monitoring

Monitoring is vital in ensuring teaching and learning is effective across the whole school. Regular monitoring takes place by curriculum leaders and SLT, this

includes book looks, lesson observations and teacher/pupil voice. Teachers are responsible for completing pupil assessments at the end of each topic, these judgements are used to inform future teaching and learning and curriculum decisions.

Our school marking and feedback policy outlines marking and feedback expectations within our geography curriculum.

Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's planning and adaptations processes. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

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