

# West Ashton CE Primary School



## Geography Policy

Dated: September 2023

Date of review: September 2024

‘You will shine among them like stars in the sky.’

Philippians 2:15

## **Introduction**

Geography is an essential part of the National Curriculum. It provides a means of 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. Geography stimulates curiosity and imagination and we aim to build children's geographical awareness by developing key skills, understanding and knowledge of the world.

## **Intent**

West Ashton has a unique environmental and social context, whose investigation and exploration can open a window to the wider world and complexities it holds. In particular, the surrounding natural landscapes of West Ashton, Westbury and the contrasting townscape of Trowbridge offer opportunities to compare communities and settlements. We have the River Biss and the River Avon to study as geographers, whilst having strong links to cities such as Bath. This enables us to make deep curriculum links to subjects such as history, science and maths to ensure that children are acquiring knowledge, developing curiosity and opinions but also have an enthusiasm for independent enquiry. Fieldwork is central to our geography skills and is specifically identified in this document as central to deepening understanding. We promote geography as an enquiry led subject that seeks to answer fundamental questions which deepen our understanding and engagement: Where is this place? What is it like this? How and why is it changing? How does this place compare with others? How and why are places connected?

As geographers we debate important questions and use these questioning skills to develop deep understanding: What is the impact of this on communities? What will the future be like and why? What can we do to influence change? We are curious and ask questions to generate ideas, then use evidence and data to make connections. Children are encouraged to reflect on their learning through an environment and social context.

We will:

- develop children's geographical skills and knowledge..
- encourage critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- develop fieldwork skills across the key stages
- encourage a deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- develop a growing understanding of geographical terms and vocabulary.

## **National Curriculum**

In geography, both key stages will develop:

- locational knowledge
- place knowledge
- human and physical geography
- geographical skills and fieldwork

## **Implementation**

In order to achieve the objectives of the Geography Curriculum, it is taught through a half-termly topic approach. Topics have been mapped to the National Curriculum Programmes of Study for Geography using Kapow Geography Scheme of Learning.

Our enquiry questions form the basis for the topics, allowing children to gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret, and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

In EYFS, children are expected to show knowledge of The Natural World.

The children have opportunities to participate in adult-led and child initiated structured play activities to develop their geographical understanding. They also have first-hand experiences including school trips and visitors to enhance their learning within this specific area. Staff also ensure that meaningful cross-curricular links are made with specific areas of learning e.g. literacy and maths.

## **Key Stage One & Two**

In order to achieve the objectives of the Geography Curriculum, it is taught through a half-termly topic approach. Topics have been mapped to the National Curriculum Programmes of Study for Geography using the Kapow Scheme of Work.

Vocabulary is displayed in classrooms and continual reference to previous learning is made across the key stages. This works to ensure that children can recall facts, use related terminology and make links to their learning; both in geography and across the curriculum.

To enhance the learning experience of our children our geography curriculum acknowledges and incorporates different styles of learning and helps children to develop skills. The knowledge, skills and understanding gained through the curriculum is acquired through a variety of experiences. These include:

- the use of primary/secondary sources of information e.g maps, photos etc.
- drama and role play.
- story telling
- the use of technology
- creative activities such as painting/model making.
- visitors
- educational/residential trips.

## **Recording children's work**

Children have geography books in KS1/2 in which they record their learning. These will move up with children to support building on previously learnt skills and concepts.

## **Impact**

The enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of the teaching and learning can be constantly monitored through both formative and summative assessment opportunities. Furthermore, opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. Children will leave West Ashton equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key Stage 3 and beyond. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and physical.

## **Special Educational Needs**

The regular Geography lessons are inclusive to pupils with special educational needs. Lessons are designed to be varied, engaging and hands-on, allowing lessons to be accessed by all pupils as well as providing opportunities to stretch pupils' learning where required. Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

## **Equality**

Positive attitudes towards the subject are encouraged, so that all pupils, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with geography.

## **Role of the Geography Curriculum Leader**

The Curriculum Leader's role is to lead in the development of Geography throughout the school in order to raise standards. They regularly monitor the planning, teaching and learning of Geography throughout the school. They also provide teachers with support in the teaching of Geography and where needed, provide staff with CPD opportunities in relation to Geography within the confines of the budget and the School Improvement Plan. Leaders also monitor and maintain high quality resources available and keep up to date with new developments in the area of Geography.