



Abacus Primary School

Geography Policy

Written by: Mrs Bright

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Intent:

At Abacus Primary School we want children in *Geography* to develop their knowledge about the world that they live in. It is important that children learn about the impact that humans have on the world and the many amazing places and natural processes that our world has. We help them to achieve this by teaching a carefully planned curriculum that develops their understanding of different places, people, resources, natural and human environments and a

deeper understanding of the Earth's key physical and human processes. It will also allow the progression of geographical skills and fieldwork techniques.

The Purpose of this policy

This policy outlines the way in which we at Abacus Primary School teach Geography. The National Curriculum forms the basis of our curriculum to ensure that children's knowledge and understanding of the locality, United Kingdom, Europe and the world grows. We have then developed a curriculum that ensures that children are delivered a coherent and inspiring curriculum. Children will also learn about human and physical geography, geographical skills including map reading and fieldwork.

Roles and responsibilities

Subject leader:

The subject leader is responsible for ensuring that the National Curriculum is covered across all year groups and that teachers are assessing children in their progression within the subject. The subject leader is responsible for assessing the assessment data to ensure that children are progressing within their subject and actioning strategies if progression is not made. The subject leader is responsible for ensuring that planning allows progression of knowledge and skills. The subject leader will scrutinise the subject by carrying out lesson observations, planning scrutiny, work scrutiny and pupil and staff perceptions in order to ensure that progress is being made across the year groups. The subject leader is also responsible for supporting teachers in developing their subject knowledge and offering support and guidance in creating inspiring and challenging lessons. The subject leader is also responsible for ordering new resources and supporting teachers in searching for inspiring visits and visitors.

Class teachers:

Teachers need to ensure that they are using the Curriculum Progression Map and Subject Overview for Geography written by the subject leader to plan their lessons. Teachers need to ensure that they are using clear differentiation so that all children's needs are catered for within lessons. It is also the responsibility of the teacher to ensure that they are using resources that are available in school to support children's learning as well as enabling children to use their reading skills within Geography lessons to encourage enjoyment of reading. Teachers must also ensure that any misconceptions are addressed so that children have access to the truth. Teachers are also responsible for

updating Target Tracker so that children's progression can be monitored by the teacher, the subject leader and assessment leader.

Governing Body:

The responsibility of the governing body is to ensure that the curriculum is being followed and that progression is being made across all year groups. The governing body should look at data to understand where any support might be needed and offer support where required.

How the subject is taught across the school

At Abacus Primary School, teachers use the Curriculum progression map, Subject Overview and Long Term Plans to inform their Medium Term Plans/Weekly Plans, to ensure that all areas are covered and that there is progression of children's subject knowledge and skills across year groups. Teachers then use planning tools such as Twinkl PlanIt and Geographical Association to plan individual lessons.

Teachers use a wide range of teaching and learning strategies to develop children's learning. Geography gives great opportunity to allow outdoor learning and this is used along with other teaching and learning strategies to ensure that Geography teaching is inclusive and inspiring for children. Children have access to topic boxes which supports the teaching and learning through things like images, maps and compasses.

To link in with our whole school development of the use of vocabulary. Never Heard the Word grids are used to develop pupils' vocabulary knowledge in all curriculum areas. These are visited at the beginning of a new unit in Geography and revisited at the end to allow pupils to show their development in knowledge and understanding.

Geography is often used to underpin a topic for a term, and this enables Geography to be used as a hook for a new topic or as a potential avenue for visits and visitors.

Organisation

In Foundation, Geography is taught as part of 'Understanding the World', children are taught about differences in environments and about the local area interlinked with their topics.

In Key Stage One and Two, *Geography* often forms the basis of their topic for the term, such as 'Rule Britannia' in Key Stage One and 'Rainforests' in Key Stage Two. This allows *Geography* to support the learning in many cross curricula ways.

Planning

The Curriculum Progression Map and Subject Overview for *Geography* forms the basis of all our planning in Key Stage One and Two, which is linked to the National Curriculum, Target Tracker assessment and key skills. In Foundation, we follow the Early Years Foundation Stages when planning.

In Key Stage One *Geography* is used as a basis for some topics and specific *Geography* lessons are taught discreetly each term.

In Key Stage Two *Geography* is used as a basis for topics but block teaching is also used.

Teachers can use Twinkl PlanIt and the *Geographical* association to support their planning as required.

Inclusion

Geography is a subject that can really spark children's interest as the world is an amazing place, looking at maps can be very interesting, and fieldwork allows children to learn outside. *Geography* lessons are differentiated accordingly to ensure that every child is able to participate in lessons.

Resources

Geography resources are kept in Topic Boxes in the Group Room. These hold maps and compasses for use. The library holds atlases for use in classrooms and Science and PE resources are useful in fieldwork activities.

At Abacus Primary School we have access to DigiMaps which gives detailed Ordnance Survey Maps of UK locations.

The subject leader also has a budget that can support the purchase of new resources if required.

Assessment arrangements

Assessment is carried out at the end of each session and at the end of a unit this assessment data is inputted onto Target Tracker. Assessment is carried out by looking at completed work in curriculum journals and oral responses to questions. A final level is inputted into Target Tracker at the end of each academic year.

Home school partnership opportunities

Geography is incredibly important to our everyday lives; we have increased our links to the local community by participating in a display about Wickford Floods. We have also participated in litter picking at our local park and have links with Wickford Wombles and Basildon Council. The Abacus community has supported the school in all these endeavours. The Wick community (where Abacus School is located) has a strong sense of supporting and helping each other. Wickford is a commuter town and as such Wickford has grown to its current size due to human impact on the natural geography of the area.

Impact

This policy has been written to assist staff in delivering a Geography curriculum that will enable children to achieve detail knowledge of physical aspects of earth as well as human influences of earth. In addition, the Geography curriculum will allow children to develop essential life skills such as map reading. This policy will be updated yearly to ensure that it matches the expectations that we at Abacus Primary School are striving for. The findings of any scrutiny undertaken by the subject leader will be shared with staff and governors as appropriate.

When it will next be reviewed.

January 2023

Policies connected to this Geography policy

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Special Educational Needs Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

Appendix 1

SEND and Geography

1. Recommended strategies to support differentiation:

a) QFT

- NHTW vocabulary list to begin each new unit of geography.
- All to use blow up globes at beginning of units to remind pupils of prior learning.
- Use practical learning- outdoor learning, recreating geography actions.
- Use globe within class as a reference point.
- Use a range of teaching styles - visual, kinaesthetic and verbal within the classroom.

b) Additional School Intervention and Support

- Pre-teaching of vocabulary before lessons. (Direct look at NHTW grid for that sessions)
- Scaffolds or alternative ways to record ideas.
- Give targeted support if required.
- Give praise to identify understanding even if this is verbally. Physical and Human Geographical process can be hard to articulate effectively.

c) High Needs

- Strategies will be followed from within the child's EHCP or from any specialist advice received.

2. Recommended Assessment Tools, Resources and Interventions:

- Topic boxes can be found opposite Teal Class, please use these within lessons.
- Use topic word mats and NHTW Grids.
- Digimaps for Schools.
- Class boxes of atlases can be found in the library.

3. Monitoring SEND

- SEND will be routinely monitored as part of subject monitoring during the academic year.
- The subject leader will use a checklist of recommended strategies above to identify good practice through their observations, climate walks, conversations with pupils and work scrutiny.
- The subject leader will use Target Tracker data (and One Plan data where relevant) to identify progress of SEND pupils in their subject, as well as evidence from exercise books and other sources.

