



Geography Policy

Staff Responsible:

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Teaching and Learning in Geography

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. Subject Audit - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. Subject Action Plan - Supports the RAG rating from the Subject Audit.
3. Learning Enquiry - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.
4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of SUBJECT

At Shotley Bridge we prioritise converting learning into the long-term memory, providing real life relevance to learning and we utilise an enquiry-based approach in humanities.

EYFS

In EYFS, geography is taught through 'People, Culture and Communities' and 'The Natural World' by class teachers in 'Understanding the world' directed time and in continuous provision. Directed inputs are planned following the Shotley Bridge Reception curriculum, linked to the half-termly core texts, to prepare children for the national curriculum. Geography inputs are taught between two to six sessions per half-term, in alternation with Science linked objectives and 'Expressive Arts and Design' objectives.

Y1-Y6

In Year One to Year Six, each year group will be taught one Humanities subject for a half term, before swapping for the next half term. This provides three-concentrated periods of learning for Geography and History across the academic year. The structure differs across the year groups to ensure delivery of each subject somewhere across the school through the entire academic year. Planning is drawn from the *Kapow* geography syllabus, with tailored adaptations made to align with our setting. The key areas of geographical understanding, drawn from the National Curriculum for Geography are incorporated into the long-term teaching syllabus. These four key areas are:

- Locational Knowledge;
- Place Knowledge;
- Human & Physical Geography;
- Geographical Skills & Fieldwork.

Lesson Content

In support of foundational understanding of Geography in Y1 - Y6, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:

- Learning Intention - This provides a clear aim for the learning.
- Topic Mind Map - Children begin these at the start of the unit in their exercise book and add to it incrementally lesson-by-lesson as their understanding of the themes within the topic develop.
- Key vocabulary - Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers, encouraging clear and purposeful discussion throughout.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence geography effectively, the following strategies have been implemented: -

- EYFS - *Geography linked learning is recorded in class floorbooks and tapestry observations.*
- In Y1, geography is recorded in a year group floorbook.
- In Y2 to Year 6, geography is recorded in individual Humanities books.

Assessment

Throughout geography lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children's learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of strategies, such as evidence in books, mind-map progression, questioning, exit tasks and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.

Enrichment

Learning in geography and experience of the world around us is supplemented by a variety of school visits and residential (both locally, nationally and (for some children) internationally, alongside our children's daily access to the extensive rural school grounds which feature safe, accessible and supervised woodland.