



Norden Community Primary School

Geography Policy

INTENT

At Norden, we believe in creating a high quality curriculum that develops children's curiosity and fascination about the world and its people. Our children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about our local area of Rochdale and Manchester. This enables them to develop a real sense of who they are, what their heritage is and what makes our local area unique and special. Our Geography curriculum is specifically designed to ensure a clear progression of substantive and disciplinary knowledge from Early Years to Year 6 using the EYF framework (Understanding the World) and the National Curriculum.

Through high quality teaching, we aim to develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to ask geographical questions, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Excellent disciplinary knowledge through fieldwork as well as other geographical aptitudes and techniques
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

IMPLEMENTATION

- We follow a Link it, Learn it, Check it, Show it, Know it sequence of learning and this is implemented consistently throughout our school. This sequence allows children to access their prior knowledge, develop their understanding and supports retention of knowledge in their long-term memory. Our pupils are able to organise their knowledge, skills and understanding around the following learning hooks:
 - Investigate places
 - Investigate patterns
 - Communicate geographically

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

- Teaching of geography begins in Foundation Stage as children start developing their Understanding of the World around them and we have a consistent approach throughout our school.



- Knowledge and understanding of human and physical geography, locational knowledge and enquiry and investigation are built upon as children progress through school. Our children initially learn about their immediate surroundings and local area and each year this progresses further afield into the wider world.
- A cycle of engaging lessons will be delivered for each component of learning, which carefully plans for progression and depth concentrating on the geographical skills suited to each age group. Lessons capture our children's interest and engage them whilst nurturing a natural inquisitiveness surrounding geography.
- Each year, children build on their substantive knowledge whilst being provided with continuous opportunities to apply and develop their disciplinary knowledge such as mapping and fieldwork.
- Knowledge organisers are distributed where children can record their prior knowledge and they outline knowledge (including vocabulary) all children must master and apply in lessons. This is shared with parents to involve them and aid them in supporting their child's learning
- Challenge questions are provided for pupils to apply their learning in a philosophical/open manner;
- Teachers seek as many opportunities as possible to invite expert visitors into our school and plan trips to provide first-hand experiences and enhance our children's learning.
- Our curriculum is further enhanced with opportunities for children to explore our local area to provide a contextual understanding of geography and build on their cultural awareness.
- Displays in our school support and promote the use of high quality and rich geographical vocabulary and resources including globes, maps, atlases support in the teaching of geography.
- Teachers explore the online geography resource- Oddizzi with children to engage and excite them about the world around them. This resource supports discussion of current themes, provides interactive map resources and encourages children to ask questions as geographers.
- Curriculum themed home learning tasks are provided for children complete with adults at home. Log in details shared and parents encouraged to access Oddizzi at home to encourage involvement in their child's learning journey.
- Cross- curricular opportunities are provided where possible eg the introduction of a whole school 'Reading around the world' competition. This was designed to promote reading and improve oracy as children are encouraged to share knowledge whilst encouraging an excitement and curiosity about the world around them.
- Assessment will be carried out formatively through the use of questioning, observing children in lessons, promoting and discussions between peers and listening to learners. Work produced will be marked and feedback will be given with a focus on verbal feedback. Summative assessment will be carried out in the form of a retrieval quiz which will be carried out the half term following the unit of work being taught. This is to support learners' ability to block learning and increase space in the working memory.
- The teaching and learning of geography takes account of the needs of all children including those with SEND, and has high expectations for all.
- Geography is taught on alternate half terms but substantive knowledge retrieval continues during the half terms when there is not a geography unit of learning being taught.

IMPACT:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. It has a strong presence in the ethos of our school and is used to promote excellence and enjoyment. Our assessment systems enable teachers to make informed judgements about the depth of children's learning and the progress children make over time.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:



- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Tracking of gains in each quiz;
- Pupil discussions about their learning;

Through high quality teaching we enable our children to meet the expectations of each year and prepare them for Key Stage 3 Geography by the time they leave our school. We foster a culture where children have a natural curiosity about people and places, become effective geographers and have a love of geography. Our aim is for our children to feel engaged with the world around them and to be provided with the cultural capital to enable them to be successful in the future.

Written by A Fenwick Dec 22.

Approved by Governors Dec 22.