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How this policy was developed:

This policy was drawn together by the curriculum leader and the leader of Geography. Staff and governors were consulted on the policy before it was adopted by the full governing body. The policy will be reviewed and put before governors at least every two years but more regularly where key changes are made.

Key roles in History:

The geography co-ordinators are responsible for:

- ✓ this policy and its implementation including supporting staff in the delivery of geography.
- ✓ ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.
- ✓ writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.
- ✓ identifying staff training needs and arranging or delivering CPD.
- ✓ annual standardisation and moderation activities in school.

The Governing body are responsible for:

- ✓ ensuring the effective delivery of the National Curriculum in geography.
- ✓ identifying a link governor to liaise with the geography co-ordinator and update the governing body with regular link governor reports annually.

Intent:

To have a greater understanding of the human and physical features of locations around the world; developing our skills through investigation and fieldwork.

At Castlecroft Primary School, we recognise how important geography learning is for our children's future academic success and for their understanding of the world around them.

The school overview:

		Supplementary units
Year 1	<p><u>Bright lights, big city</u></p> <p>This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p>	<p><u>Our wonderful world</u></p> <p>They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.</p>
Year 2	<p><u>Coastline</u></p> <p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>	<p><u>Let's explore the world</u></p> <p>They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</p>
Year 3	<p><u>Rocks, relics and rumbles</u></p> <p>This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity</p>	<p><u>Our planet, our world</u></p> <p>They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.</p>
Year 4	<p><u>Misty mountain, winding river</u></p> <p>This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>	<p><u>Interconnected world</u></p> <p>They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p>
Year 5	<p><u>Sow, grow and farm</u></p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas</p>	<p><u>Investigating our world</u></p> <p>They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p>
Year 6	<p><u>Frozen kingdom</u></p> <p>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p>	<p><u>Our changing world</u></p> <p>Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.</p>

We want our children to have:

- ✓ A knowledge of location, including continents, countries, seas and oceans.
- ✓ An understanding of human and physical features in differing locations and the processes leading to these features.
- ✓ An understanding of how locations have changed and are still changing today.
- ✓ An ability to
 1. collect, analyse and communicate with a range of data gathered through field work
 2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We encourage all our children to reach their full potential and be aspirational. Through an exciting and challenging, carefully planned curriculum our pupils will be able to achieve our curriculum intent.

Implementation:

Throughout school, we build upon children's knowledge through the curriculum choices made on Curriculum Maestro. Vocabulary and knowledge is progressive and cyclical so concepts from the curriculum can be revisited and reinforced at a deeper level as the children move through school. Learning is retrieved and revisited in order for the children to know more and remember more. Hand in hand with knowledge collect, the children have the opportunity to be critical thinker, using different geographical techniques to analyse and present data.

Alongside this, children also develop key writing and reading skills as we move through school. By the time children leave, we want them to be able to structure a clear historical argument, delving into a range of sources.

EYFS

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Model geography lesson

During a geography lesson we should see:

- ✓ A revisit. A time for children to revisit key knowledge from a previous lesson or unit of work. We should be asking children to recall information from last lesson, a previous lesson and a previous unit in order for children to strengthen the link in their long term memory. These revisits could be short quizzes, sentence starters and/or discussions. They should be something that will help the children with the new learning.
- ✓ Vocabulary check. Children should be taught new vocabulary before teaching the new learning. This could be through pictures and diagrams, explanations, role play etc. New vocabulary needs to be explicit so the children can use this as they learn.
- ✓ New knowledge. Introduce the key knowledge for the lesson. Key knowledge needs to be drawn out and the key facts shared with the children. Looking at geographical sources or using fieldwork is essential for drawing out this key knowledge. An activity to check

learning could come in the form of a quiz or hinge question to check that the children understand this new knowledge.

- ✓ Application. Children need to draw on the knowledge they have been given to present their findings, analyse the information they have learnt, compare and contrast etc.
- ✓ Plenary. Children have the opportunity to reflect back to the key learning from the lesson.

We expect all children to access the history curriculum and to have the same opportunities. As teachers Castlecroft Primary School, we scaffold the learning so that all learners can achieve.

Impact:

As a result of our quality curriculum and good teaching:

(PUPIL VOICE):

- ✓ children talk enthusiastically about geography and understand the importance of the subject. They can discuss the topics they are learning about, key individuals and events and can answer questions about what they have learnt.
- ✓ in geography, children use appropriate vocabulary when discussing their learning

(ATTAINMENT):

- ✓ children achieve their age related expectations and where there are gaps in their knowledge they receive carefully planned support and intervention to accelerate their progress and narrow the gap.
- ✓ more able children who are identified (using Fisher Family Trust and school data) as having the potential to achieve Mastery level are challenged with carefully differentiated work and supported where necessary to ensure that they too fully achieve.
- ✓ Scaffolding up and down happens in lessons.

(OUTCOMES):

- ✓ Work trawls evidence a broad and balanced curriculum and demonstrate children's acquisition of age related knowledge and skills. Children make good progress in their recorded work.
- ✓ children are analytical in their work and can back up their reasoning with evidence.

(CROSS CURRICULUM):

- ✓ children confidently apply the skills that they have developed in history to their written work in other subjects
- ✓ children use appropriate subject related technical words in cross-curricular work.

Assessment:

Assessment for learning is continuous throughout our planning, teaching and learning cycle. Assessment data is collected in the following ways:

FORMATIVE:

- ✓ observing children at work individually, in pairs and in groups
- ✓ using a range of carefully planned, differentiated, open ended questions that require children to explain their understanding and using supplementary questions to deepen their thinking further
- ✓ self assessment and peer marking encourages the children to understand where they have been successful and where they need further help
- ✓ marking: Teachers use a developmental feedback system to mark the children's work. The ABC system, as it is known in school, ensures that children quickly know whether they need additional support (A), have achieved all of the LO and success criteria, (B) or whether they have corrections to do (C) Where children receive an A, teachers plan targeted intervention and re-teach activities to address the pupils' misconceptions in a smaller group. Marking comments are used to encourage children to correct, edit and improve their own work.

SUMMATIVE:

- ✓ Teacher's assess against the key knowledge for each unit of work. Quizzes are used to assess children's understanding to build up a picture of a child's geography understanding.

Children's attainment in geography is reported to parents in termly parents' evenings and in the end of year report which also includes end of Key stage results.

SMSC Development:

At Castlecroft, we recognise that social, moral, spiritual and cultural education is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching resources and learning environments.

SMSC is taught through and is reflected in our geography curriculum in many ways. We teach the children about different cultures and how different people live. We will look closely at the lessons we learn from geography and how they relate to our lives today.

Spiritual: As part of geography there will be times when we need to find religious buildings on maps. This will be developed as we look at land use in different countries and cities.

Moral: Children will have the opportunity to use the knowledge they have collected throughout their primary school journey to debate the moral dilemmas facing the world in the year 6 units of Frozen Kingdom and our changing world.

Social: Children will have chance to work collaboratively on projects. During history week, the children will have opportunities to work together on fieldwork studies.

Cultural: As children compare and contrast localities they will have the opportunity to explore different cultures from around the world.

Equal opportunities:

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our geography curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

The Equality Act (2010) sets out anti-discrimination law in the UK replacing all previous equality legislation. It introduces the term “protected characteristics”. The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, and marriage and partnerships.

In our Geography curriculum, we aim to promote equal opportunities with all our children and staff and offer equal opportunities to anyone who identifies with one or more of these characteristics. We aim to foster good relations between people who share a protected characteristic and those who do not.

Year 5 look at fair trade in South America and fair farming for people from different cultures. Year 6 investigate the lives of indigenous people in the Arctic, gaining an understanding and an empathy for differing ways of life.

Inclusion:

All pupils are entitled to access the English curriculum at a level appropriate to their needs and abilities. Teachers plan carefully and use a range of strategies to ensure full accessibility and sufficient challenge for all. The school makes efficient use of additional adults, deployed effectively to ensure that our curriculum is accessible for all.

To ensure inclusion for all:

- as a school with a VI base we are committed to ensure full inclusion for our VI pupils who are taught in class alongside their peers. These pupils are only withdrawn for specific needs such as mobility lessons. One to one support in lessons as appropriate, alongside quality modified resources ensures that these pupils make good progress and attain well.
- pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention carefully planned and monitored for impact.
- data is analysed and action taken to ensure that any gaps between the performance of girls and boys is narrowed.
- data is analysed and action taken to ensure that ethnicity does not affect attainment.
- teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.
- more able pupils are identified early to ensure that sufficient learning challenge is provided. Where pupils are not achieving to their full potential then careful intervention accelerates their progress.
- children with identified SEND (including pupils with an EHCP) who have English targets receive support and intervention as appropriate to their needs.
- our number of EAL children is significantly below the national average however advice is sought and support and intervention used where necessary to ensure good progress and attainment for these pupils.

Pupils with Additional Needs

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. Where necessary the Geography lead will contact Outreach and the Nurse team (or the Wolverhampton SEND Nurse) for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

Some children in school are unable to access a subject specific curriculum and in this case their learning is guided, and progress tracked, by the engagement model in line with government guidelines. Children within this group who have a diagnosis of ASD will have their small steps of progress tracked using SCERTS.

Parental involvement:

Parents play a vital role in the development of geography skills. We aim to foster a strong home-school partnership and offer support for parents. Parents can speak to teachers about the children's learning and parent consultation evening.