



Griffin Primary School

Geography Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Tyler Williams	Governing Body	30/6/21	1.0

Aims and Objectives

Geography helps us to have a better understanding of places, environments and the world that we live in. Through their work in Geography, children learn about their local area and they compare the way they live their lives in the local area with that in other regions across the United Kingdom before expanding to the rest of the world. Children through Geography, will develop their skills of research, investigation, analysis and problem-solving as well as gain skills including how to draw and interpret maps.

Whole School Curriculum Intent

At Griffin Primary School we aspire to carefully design, plan and implement a curriculum to provide breadth, depth and balance for every child. Our broad and balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all children access the full curriculum. High standards and enabling all children to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

At Griffin Primary School, we want our children to have a natural curiosity and fascination of the world that will stay with them throughout their lives. Through local and global study of people, cultures, places and environments they will become inquisitive, questioning learners who can interpret the world around them and lead us into the future. They will be given the opportunity to investigate and use fieldwork skills throughout their time at Griffin. It has never been a more important time for children to experience and understand our changing world and the people who inhabit it. At Griffin we will provide the knowledge and skills for them to achieve this.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil makes progress academically and personally, whilst also ensuring that every child is given the opportunity to shine and flourish in a stimulating environment.

Subject Curriculum Intent

- The Geography curriculum is designed to give pupils the skills and knowledge to gauge a better understanding of the world around them – at a local, national and international level.
- All pupils to gain an excellent understanding of where they live and the human and physical features of the local area so that they can be proud and hopefully give back to the area, before widening their knowledge to the rest of the UK and the rest of the world.
- Use taught knowledge to make informed comparisons of varied places across the world
- Become confident in using geographical resources (including technology) independently e.g. atlases, maps, compasses, digimaps.
- Provide children with different experiences to enhance their learning, motivation and engagement which will in turn improve their retention of knowledge and encourage them to make links.

Subject Curriculum implementation

At Griffin Primary School, the Geography curriculum is implemented through a number of elements of which are outlined below:

- LTP
- MTP
- Remember when
- Sticky knowledge
- Subject specific skills
- Subject specific vocabulary
- Assessment
- Teacher subject knowledge
- Quality resources

The national curriculum for Geography is covered across all of these elements through the year groups. At Griffin, we recognise the importance of opportunities to develop skills and knowledge to ensure challenge as the children move through school.

Subject Provision across the School

EYFS

Geography teaching in the Foundation Stage is based on the early learning goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world. Pupils are encouraged to observe, find out about and identify features in their surroundings and in the natural world, as well as people and their communities.

Key Stage 1

Pupils in Key Stage 1 use picture maps, pictures and observations as sources of information to investigate their surroundings branching out to the UK. They are also taught to make observations about where things are within their local area and are encouraged to ask simple geographical questions. Pupils start to recognise the differences in their own country and others therefore comparing them regarding things such as climate, human and physical features.

Key Stage 2

Pupils in Key Stage 2 use maps, atlases, aerial photographs, satellite images and websites as sources of information. They are encouraged to ask geographical questions and make links to their prior knowledge. They learn about countries and regions around the world, making comparisons between them and our local area and/or our country including biomes, vegetation belts and trade. There is a continued focus on identifying human and physical features, and comparing them. Pupils also take part in fieldwork linked to their topic during the year which engages them in the local area and from this, pupils create graphs to show data collected.

Assessment of Subject

At Griffin Primary school, we assess children at the beginning of each lesson based on the learning intention from the previous lesson that was taught. The teacher looks at the sticky knowledge from the medium-term plan to assess what the children know and understand from the lesson.

Teachers formally assess the children's work using the online assessment tool, O Track. The children are assessed termly as Working Towards (W) or Expected (E).

Resources

There are resources for Geography teaching units within the school via the school library or the resource cupboards. Pupils and teaching staff can also access a variety of atlases and globes from the Geography resource cupboard to support with learning. At Griffin, we often use resources shared with the Hull Schools library to aid with learning further. As a school, we use the software Digimaps to support children further in Geography and this provides the children with alternative maps.

Role of the Subject Leader

It is the responsibility of the subject leader to monitor and promote the standards of children's work and the quality of teaching in the subject of Geography. The subject leader will gather evidence through samples of work in book looks, through learning walks during lessons, through listening to pupils' voices. The role of the subject leader is to also support staff in any enquires to do with the subject of Geography before giving them advice, training or pointing them in the right direction of where they can get their answers.

This policy is reviewed every two years.