



Griffin Primary School

Geography Policy



1	Summary	Geography Policy			
2	Responsible person	Tyler Williams			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Tyler Williams			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	10.11.23 LGB			
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10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Aims and Objectives

The National Curriculum for Geography states that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a



respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.

3. Geography Curriculum Ambition

Our ambition is to develop a curiosity of the world – at a local, national and international level.

- Pupils will gain an excellent understanding of where they live so that they can be proud and give back to the area.
- Pupils will have a wide knowledge of the UK and the rest of the world.
- Pupils will be inspired to find out about and explore new places.
- Pupils will be competent in using geographical skills e.g. using a map to locate places and follow a route, using grid references and digital technology.

4. Geography Curriculum Implementation

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

- LTP
- Subject schemes of work
- Year group schemes of work
- Progression of skills
- Subject specific skills
- Subject specific vocabulary
- Remember when – recap of prior learning
- Sticky knowledge
- Assessment
- CPD

5. Geography Curriculum Impact

- The outcomes of pupils in each year group.
- All pupils to become confident with the knowledge and skills they are taught in each year group building upon previous learning.
- Pupils to know and build upon subject specific language.
- Pupils to build on their knowledge locations, places, human and physical geography, geographical skills and fieldwork.



6. Curriculum Planning

Geography is a foundation subject in the National Curriculum. Our school uses the National Curriculum Geography Programmes of Study as the basis for its curriculum planning in Geography. At Griffin Primary School Geography is taught in half-termly rotation with History. This enables all pupils to build on their knowledge and skills from prior learning.

The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each Geography unit. These are written by the subject leader in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Geography so that they build on the prior learning of the children. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Each year group studies an aspect of the local area, where they can start to develop their geographical skills and fieldwork. It builds up from the immediate locality in KS1 to a wider local area of the city centre and nearby coastline in KS2.

7. 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. Pupils take part in fieldwork linked to their topic during the year which engages them in the local area.

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 take part in fieldwork linked to their topic during the year which engages them in the wider local area and from this, pupils create graphs to show data collected.

8. Assessment of Geography

At Griffin Primary School, we assess children at the end of each lesson based on the learning intention and the sticky knowledge taught.

The schemes of work include an end point statement based on the knowledge and skills the pupils will have acquired. Pupils will demonstrate this through answering looking, clue and thinking questions; and demonstrating their knowledge of vocabulary and map skills.

9. 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.

As a school, we use the software Digimaps. This resource teaches pupils how to use a range of digital maps and other digital features to enhance their learning in Geography.

A wide range of educational visits are organised to support the History curriculum.

10. Role of the Subject Leader

It is the responsibility of the subject leader to write the LTP and schemes of work for each Geography unit. The subject leader will also monitor the standards of children's work and the quality of teaching and learning in Geography. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Geography across the school, pupils are interviewed to gain an insight into the subject.

The subject leader produces an annual action plan for the development of Geography and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject leader will also produce and narrate a presentation about their subject for the Governors bi-annually.

This policy will be reviewed every two years.