



GEOGRAPHY SUBJECT POLICY

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Policy prepared by (name and designation)	Graeme Clark
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VISION

In Geography, we endeavour to spark every child's curiosity about the world in which they live and broaden children's real-life experiences and, ultimately, their cultural capital. Through high quality provision and the use of a bespoke curriculum, we aim to develop a global understanding in children where they continually pose questions and seek answers as they explore their immediate locality, before journeying into the wider world beyond. Pupils will immerse themselves in a variety of diverse countries and cultures, gathering self-awareness which will empower them to become respectful and responsible citizens, able to navigate a complex and ever-changing world.

INTENT

At Marton Manor Primary School, we believe that the teaching of Geography should inspire a curiosity and fascination about the world and its people that will remain with them for their rest of their lives.

The Geography provision at our school is designed to surpass the requirements outlined in the National Curriculum and provide a deep and inspiring exploration of the field. With no stone left unturned, we take children on an exciting and engaging quest; a quest that will equip pupils with knowledge about diverse places, people, resources and natural and human environment.

To do this, we have created a high-quality, bespoke curriculum written to equip children with the generative knowledge and the disciplinary knowledge required to successfully grow their understanding of such a crucially important subject area and thus develop every child's locational knowledge, place knowledge, knowledge of human and physical Geography whilst developing their Geographical skills and the skills required to conduct effective fieldwork.

As stated above, our curriculum does this by carefully mapping generative knowledge and disciplinary knowledge:

GEOGRAPHICAL CONCEPTS – GENERATIVE KNOWLEDGE

Location

Where places are: their unique location. This helps to gain understanding of the order across the whole world.

Places and Regions

Characteristics (including the names of places) within a location such as: the historical significance of it, where its situated in the world, its climate, the population and culture that inhabits each specific location.

Human-Environmental Interaction

The ways in which humans interact, adapt, depend on and modify the environment. For example, how they might adapt to drought/earthquakes; modify the environment positively or negatively; depend on it for food, water, timber, natural gas etc.

Movement

How humans and the products we create travel around the globe; transportation of people (migration), resources and trade.

DISCIPLINARY KNOWLEDGE & GEOGRAPHICAL ENQUIRY - How do we work, think and write like a Geographer?

Enquiry

Asking Geographical enquiry questions.

Collection, Analysing and Interpreting

Collecting, analysing and interpreting data through fieldwork.

Interpreting Sources

Interpreting sources such as maps, diagrams, globes, aerial photographs etc

Analysing and Communicating

Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.

Evaluating and Debating

Critically evaluating and debating the impact of geographical processes.

PROGRESSION

Our curriculum is designed so our pupils know more, remember more and subsequently do more with their subject specific knowledge. It is the aim that the cumulative acquisition of knowledge gained within each of the 2 domains brings about a progressive process of qualitative change thus enabling pupils to progress in the curriculum area within blocks of learning, within year groups and, ultimately, throughout their school journey. As stated above, the 2 domains of knowledge are carefully and explicitly mapped throughout school in small building blocks that are revisited and built upon each year. This explicit mapping enables teachers to teach each domain in order to maximise progress.

IMPLEMENTATION

TEACHING

As outlined in the subject intent, the curriculum is written so pupils cover 3 blocks of learning per year. The number of sessions required to maximise pupils' learning has been mapped in detail in the curriculum document. Each lesson is designed to take one hour of curriculum time. Ideally, these should be delivered regularly. If rotated/alternated with another subject on the timetable, long periods between lessons should be avoided as this will impact on the pupils' learning and progress.

All lessons will be designed around the learning questions set out in the curriculum document and bolstered by the accompanying knowledge. To deliver these lessons, all teaching staff must use the school's lesson design format:

- Retrieval
- Vocabulary
- Explain and Model
- Check Understanding
- Apply Learning
- Review Learning

HIGH QUALITY TEACHING AND SUBJECT KNOWLEDGE

Our Geography curriculum is meticulously crafted by subject specialists, drawing upon contemporary research, best practices, and academic standards. Regular CPD sessions, facilitated by the Geography Subject Leader, ensure that all teaching staff are well-equipped with the necessary subject-specific skills and pedagogical approaches to effectively deliver the curriculum. The Subject Leader provides tailored support to individual staff members and actively engages in ongoing subject-specific CPD to continually enhance teaching quality.

RESOURCES

Resources for Geography lessons are meticulously selected and aligned with the curriculum's learning outcomes and activities. Regular audits, conducted twice a year, ensure an ample and appropriate supply of materials, maps, globes, digital resources, and non-consumable equipment. Staff members are entrusted with the responsible use, proper maintenance, and careful storage of these resources to facilitate optimal teaching provisions.

RECORDING AND EVIDENCING LEARNING

Students record their geographical learning in designated Geography books, reflecting their understanding, critical thinking, and exploration of geographical concepts. Larger projects or fieldwork are often photographed and included in their Geography books to showcase their learning journey. Consistent formatting for recording Geography work is encouraged across classes to ensure uniformity and clarity of learning records.

MEETING THE NEEDS OF ALL PUPILS

In our pursuit of inclusivity within Geography, our curriculum implementation focuses on accommodating the diverse needs and abilities of all our students. To achieve this, we employ a multifaceted approach:

- **Clear and Adaptive Instructions:** Lessons are structured with clear, step-by-step instructions that can be adapted to suit different learning styles and abilities. This includes providing visual aids, verbal instructions, and written guidelines, ensuring every student comprehends and engages with the lesson content.
- **Individualised Support:** Recognising that each student has unique strengths and challenges, we offer individualised support when necessary. This may involve additional assistance from teachers or support staff, modified tasks, or supplementary resources tailored to specific needs.
- **Adaptation for Special Educational Needs and Disabilities:** We ensure that our art lessons are adaptable to accommodate students with special needs or disabilities. This may involve specialised tools, adjusted lesson plans, or additional support, fostering an inclusive environment where every student can actively participate.

By integrating these strategies into our Geography provision, we aim to create an inclusive space where every student feels valued, supported, and empowered to explore their learning regardless of their individual learning style, ability, or background.

PUPIL ENGAGEMENT

Geography lessons are thoughtfully designed to instantly captivate students by integrating real-world examples, local contexts, and engaging activities. Cross-curricular connections, fieldwork experiences, guest speakers, and project-based learning further enrich pupils' engagement and deepen their understanding of geographical concepts and their relevance to the world around them.

PARENTAL ENGAGEMENT

Parents are regularly informed and engaged in their children's geographical learning through various communication platforms, newsletters, workshops, and open days. We organise events and parental engagement days centred around Geography, aiming to showcase students' geographical explorations and foster parental involvement in their child's learning journey.

IMPACT

We expect that through the successful implementation of our Key Stage 2 (KS2) Geography curriculum, pupils will make significant progress, leaving Marton Manor Primary School equipped with a robust understanding of geographical concepts and skills. Our aim is for them to confidently navigate the challenges of secondary school Geography.

Through a comprehensive journey exploring generative knowledge and disciplinary knowledge, we anticipate that our students will depart with enriched perspectives. They will carry a profound understanding of how geography permeates every aspect of our lives, shaping our world and influencing who we are. Moreover, our curriculum aims to impact pupils in the following ways:

Enhanced Critical Thinking: Students will demonstrate increased confidence in analysing and interpreting geographical information beyond the confines of the classroom, fostering their ability to think critically and creatively.

Problem-Solving Proficiency: Students will hone their problem-solving skills, allowing them to approach challenges innovatively and apply these skills across different disciplines.

Cultural Awareness: Exposure to diverse Geographical landscapes and contexts will broaden pupils' appreciation of global diversity, fostering empathy and a deeper understanding of different cultures.

Self-Confidence: Witnessing their growth in Geographical knowledge and skills will boost students' self-esteem and confidence, enhancing their sense of accomplishment and self-image.

Collaborative Skills: Through group projects and discussions, pupils will develop teamwork and effective communication skills, learning to share ideas, compromise, and work together towards common geographical goals.

Ultimately, our KS2 Geography curriculum aims to cultivate a passion for Geographical exploration, equipping students with skills that transcend the classroom and empowering them to navigate and appreciate the world and its many diversities and intricacies.

ASSESSMENT IN THE CLASSROOM

Pupils' progress in geography is assessed by class teachers each term, drawing on evidence gathered throughout the various blocks of learning. Assessments align with the Department for Education (DFE) attainment targets specified in the Geography Programme of Study. Students are categorized as either 'WORKING TOWARDS THE EXPECTED STANDARD,' 'MEETING THE EXPECTED STANDARD,' or 'EXCEEDING THE EXPECTED STANDARD.' Individual pupil grades are shared with parents as part of termly reports.

QUALITY ASSURANCE

To ensure the quality of our KS2 Geography provision, the Subject Leader collaborates with the Headteacher and the Local Governing Body in various ways:

Assessment Data Analysis: The Subject Leader collates and analyses all assessment data to track progress and identify areas for improvement.

Learning Walks: Regular learning walks enable the Subject Leader to observe and participate in active Geography lessons across different year groups.

Pupil Book Scrutiny: Termly book reviews involve examining a selection of geography books from each year group to monitor progress and consistency.

Pupil Interviews: Using a structured format, the Subject Leader conducts termly interviews with pupils to gather their perspectives on the geography curriculum.

Staff Surveys: Periodic surveys are sent out to teaching staff to gather feedback and insights on the Geography provision.

CONTINUOUS IMPROVEMENT

Based on the gathered information and analysis, the Subject Leader collaborates drafts a Subject Action Plan outlining targeted improvements to further enhance the KS2 Geography curriculum. This plan serves as a roadmap for continual advancement and refinement.