Geography Policy

Our motto ‘Only Our Best Will Do’ and ethos ‘It doesn’t matter where your starting point is, it’s where you finish that counts’ apply to all areas of the curriculum.

Intent

At Albrighton Primary School and Nursery, we believe that a **broad and rich curriculum** is essential in the education of all pupils. As a result, has a significant role to play in both our schemes of work and beyond. We intend to provide children with a strong understanding of the world they live in.

We understand 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. Our geography curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

Implementation

Our long-term overview ensures that the children meet all the National Curriculum objectives, revisiting key concepts to secure understanding: Earth-Based Features, Water-Based Features, Settlements, Livelihoods and Eco-Systems. The children learn through a concept-based curriculum, allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory. Teachers follow a knowledge progression overview to plan their lessons, and the key concepts are evident on this overview. From the subject leader, the teaching of Geography will be monitored to ensure a high standard across the school. This will be via a range of monitoring: comparing lessons against the progression document; learning walks and pupil interviews.

Impact

We believe that the knowledge and skills that intertwine with geographical learning are vital in not only a child's education, but also in their wider life. We understand that geography isn't just a subject; it is a means to a child learning about their place in the world and how they, as an individual, can impact upon it both now and in the future. As a school, we are very lucky to have such a varied and interesting locality, and we use our strong community links to enhance our curriculum and encourage a true love and curiosity for the whole world and everything in it.

We measure the impact of our geography curriculum through the following methods:

- formative in class assessments to check individual lesson understanding e.g. thumbs up, knowledge 'dump' (writing all learned so far), mini quizzes
- giving opportunities to show geography knowledge through writing e.g. reports, , information leaflets, maps, letters
- creating posters
- Fieldwork

Geography teaching

All children will be taught Geography each Term. Sometimes children will have half a term of History, and half a term of Geography and other times children will have both History and Geography throughout a full term. As we have mixed-aged classes, we follow an A and B cycle. Teachers use the Progression Documents (A and B) to plan their lessons. The Progression Documents ensure children are being taught all the knowledge set out in the National Curriculum and ensure that children are given sufficient learning in each of the five key concepts.

Furthermore, children will be given plenty of opportunities throughout each term to do fieldwork, this may include using compasses, creating and using maps, using digital maps, orienteering, interviews with residents.

Each Geography lesson, teachers should make it clear to children what the learning objective is, which Key Concept they will be visiting, how that learning links to their previous learning, and where possible an opportunity for children to do some fieldwork, ideally outside. Also, it should be evident somewhere in each classroom what children are currently learning about within Geography.