



Geography Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 29.6.23

Geography Policy

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

Barack Obama

1. What is the vision for Geography at Stamford Green?

It is our vision that our children:

- See themselves as geographers demonstrating the knowledge about diverse places, people, resources and natural and human environments
- Have a curiosity and fascination about the natural world and relate to their own experiences
- Think about their own place in the world and how this impacts their rights and responsibilities to others and the environment
- Use practical resources to ask and answer questions through investigations and field studies
- Develop a range of practical fieldwork skills that they can apply within other areas of the curriculum and their lives

2. Our Geography curriculum is brought to life by our seven commitments:

HAPPINESS

We want our children to be happy and enjoy their geography lessons as we know that happy children learn well. Our carefully planned curriculum intends to inspire the children to have an awe, wonder, appreciation and enjoyment for the world we live in, through their deepening understanding of knowledge and skills. We ensure that the children learn and develop fieldwork skills, alongside their deepening knowledge to enable children to use the skills in context for their learning. Our curriculum ensures that carefully planned activities and experiences bring the subject alive to allow the children to have a love of learning the subject.

INSPIRING

Geography helps to provoke and provide answers to questions about the natural and physical aspects of the world. Through our carefully planned curriculum, we intend to inspire the children to have a curiosity and fascination about the world we live in. We want the children to ask questions and have the skills and knowledge to investigate further, through learning about places, people and natural and physical processes. We also inspire the children to want to make a difference and to respect and look after our environment through the role of Eco Warriors. These children are elected by their peers and meet regularly to discuss school wide issues and are also responsible for the school's recycling initiatives.

LEARNING

Our geography curriculum allows the children to develop a wide range of geography skills and knowledge which can be utilised together for the children to become geographers. Our curriculum is built around 3 enquiry questions per year, where the children build the skills and

knowledge throughout the term to be able to answer those questions. We ensure that the children have a secure locational and place knowledge to articulate their understanding of the world. Children develop an understanding of their own locality and learn to contrast and compare it with places around the world. Children gain a solid understanding of physical processes, such as volcanoes and the water cycle and can confidently use associated vocabulary when discussing these processes.

TOGETHERNESS

Throughout our curriculum, children work together to develop their fieldwork skills. They learn to make observations, measurements and record information about their locality. We aspire for our children to see themselves as citizens of the world and to know that the part they play in looking after our world is an important one. They will know that it is not the actions of an individual but together they can make a difference. As part of our Pupil Leadership Team, children are elected to be an Eco Warrior for their class, working together as team focusing on sustainability and reducing the carbon footprint across the school.

VALUES

In our geography lessons, the school's twenty-two values will be evident across the school. Children will be caring, respectful and take responsibility for looking after and making a difference to the environment. Children will be resilient and show co-operation when working together and using maps within the local areas. Children will be empathetic, respectful and aspirational when learning about and discussing important issues such as climate change, deforestation and other cultures.

AMBITION

We have high aspirations for the children and through our geography curriculum, it is our intention that the children see themselves as geographers through the key skills and knowledge that we have equipped them with. We are ambitious for the children to talk like a geographer and as such, we have planned the vocabulary that the children will use, that will build from the EYFS to Year 6. We are ambitious that the children will challenge misconceptions and ask questions about why things happen. We are not only ambitious for the children, but the teaching staff too and as such ensure that the geography subject leader keeps staff up to date with their subject knowledge.

ACHIEVEMENT

We will ensure that our children achieve well and develop their geographical skills and knowledge to an accomplished standard. Our milestones clearly set out the expectations for each year group of what the children will be able to demonstrate. Our approach to the children working towards answering the termly enquiry question allows the children to feel a sense of achievement, when collectively, they have worked together to be able to communicate to others in a variety of different ways.

3. By the end of Year 6 at Stamford Green, our children will...

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| Behaviours | Through the skills that the children have learnt and developed during their time at Stamford Green, the children will behave like and see themselves as geographers. They will show curiosity, be inquisitive and want to know more about the world around them. In addition, the children will have developed their vocabulary to speak like a geographer. Children will understand the definitions of geographical terminology and will be able to use this proficiently and correctly. |
| Attitudes | The children will demonstrate a positive attitude to geography. They will be inquisitive and want to learn more about the world. The children will demonstrate an appreciation about the lives of people around the world and will show their school values when discussing similarities and differences. |
| Skills | Our curriculum enables the children to build on and develop a range of geographical skills. They will develop skills to approach a geographical enquiry and will learn a range of fieldwork skills, including map reading, how to use a |

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| | compass and interpreting geographical information. The children will use these skills in the field, utilising the school's expansive grounds and in the local area. |
| Knowledge | Our well-planned curriculum allows the children to gain a deeper understanding of the diverse world around them. They will show an understanding of the lives of people who live in different countries and will be able to draw on similarities and differences of physical and human geography. The children will demonstrate knowledge the natural world, including knowing about the water cycle, volcanoes and earthquakes. |
| Experiences | Children will make use of their local environment and fieldtrips to making meaningful links with their learning. The children will utilise the school grounds and will make visits to places in our local area such as the town and the common to enhance their understanding. |
| Technology | Technology will be used to support the teaching and learning of geography. Children will become proficient in using a range of technology when in the field. They will know how to use compasses, maps, globes and online resources correctly. |
| Sustained | Our curriculum and approach to teaching geography will help to foster an interest and love for the subject and children will be keen to develop this further at secondary school. Fieldwork skills such as reading and interpreting maps and using a compass are skills that the children will continue to use as they move into the next stage of their lives. Children will continue to be effective global citizens due to their wide, varied base understanding of their world. |

4. Feedback and Assessment

- a) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

5. Inclusion

- a) Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in, a variety of experiences in a positive and constructive manner.
- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.
- c) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

6. Subject Organisation

- a) The school operates a two-week timetable for Years 1 to 6 and geography will be taught every fortnight. The use of a two-week timetable ensures that the children are able to develop their geography skills and knowledge on a regular basis, building on previous learning over an extended time. The regular teaching of geography on a fortnightly basis allows for spaced retrieval and purposeful practice.
- b) Geography is planned through the use of an enquiry question, where learning is focused towards the children developing the skills and knowledge to be able to answer the enquiry question. For further detail, please refer to the Geography Compendium.

7. Monitoring and Evaluation

- a) The work of the Geography Subject Leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction for the subject in the school.