

Geography Policy



Pendragon Community Primary School

Lead person: Subject Lead – A Marshall

Reviewed: May 2022

Ratified by Governors: 17 May 2022

Next Review Due: Autumn 2023

Subject policy

Intent

At Pendragon Primary School, the curriculum is carefully sequenced to ensure that knowledge and skills in all subjects are acquired, retained and built on, year upon year. It is designed to provide first hand learning experiences and to allow the children to develop interpersonal skills, build resilience, be creative and to be critical thinkers. Our curriculum embraces the community in which it is situated, recognising local history, heritage, geographical and business links and most importantly, the aspirations of all our children.

Page 184 of the National Curriculum 2014 sets out the 'Purpose of study' and the following aims relating to geography:

- 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.

Our curriculum in Early Years ensures children learn through rich, practical opportunities linked to all seven aspects of the framework and are underpinned by the three effective characteristics of teaching and learning.

Throughout the teaching of geography we also endeavour to meet the overarching aims of the school (REACH).

Implementation

- The National Curriculum 2014 sets out the core content to be delivered through the teaching of geography.
- The curriculum is organised around 6 Big Questions and threshold concepts – the big ideas in each subject. The 6 Big Questions foster an investigative

approach to learning, embracing active learning and problem-solving. The threshold concepts come up time and time again in many topics and help the children to assimilate new information into growing schema.

- Pendragon Primary School's long-term curriculum plan for geography gives an overview of the geographical coverage from Early Years to Year 6. Teachers use this as the basis for medium and short term planning.
- We endeavour to ensure learning in geography is an engaging, creative and meaningful experience for all children. Links are made between subjects; and enrichment activities, such as trips, visitors, special days and weeks are regularly planned as part of our cultural guarantee.
- Discrete geography lessons are taught regularly or as blocked units of work relating to a particular 'Big Question'. The application of skills and knowledge learned in one subject to a new context or a different subject is encouraged.

Impact

Through well thought out curriculum design, our pupils acquire a deep body of learning over time. Opportunities to make interconnected links to prior learning and regular retrieval practice enable them to build up a bank of skills and knowledge and showcase their understanding. The impact of the curriculum is evident in the curriculum products that the children produce. These products not only showcase their learning but provide opportunities to apply that learning in more complex or abstract contexts.

Equal opportunities and Inclusion

See Pendragon Primary's Equality statement in our school brochure

Assessment, Record keeping and reporting

- See Pendragon Primary's assessment policy

Monitoring and evaluation

- The geography subject leader, under supervision of the governors, headteacher and curriculum lead (SLT), is responsible for ongoing monitoring and evaluation in order to ensure high standards and improved outcomes across the subject.
- A subject action plan is shared and reviewed annually.