

# Longcot and Fernham Primary School



## Geography Policy

2024

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<b>School</b>	Longcot and Fernham CE Primary School
<b>Date of policy</b>	September 2024
<b>Member of staff responsible</b>	Mrs Sally Robins
<b>Review date</b>	May 2025

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## **Intent**

We believe Geography invites all people to be curious about our living world. We wish to stimulate pupils' interest and curiosity in people and places as well as foster a sense of awe and wonder at the beauty and enormity of our ever-changing world. We understand that Geography encourages investigation, exploration and responsibility. We encourage our pupils to have an understanding of the effects and responsibilities we have towards our environment and sustainability and in doing so, understand our future. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within geography lessons.

Using the CUSP Curriculum, we aim to guide children in developing a deep understanding of these concepts:

- Locational knowledge
- Place knowledge
- Human and Physical Geography
- Geography Skills and Field work

This will encompass the development of key disciplinary knowledge:

- Environment and Sustainability.
- Place and Space
- Scale and Connection (relationship and interdependence)
- Physical and Human Geography
- Culture and Diversity (uniqueness)

## **Implementation**

In the Foundation Stage, elements of Geography are ongoing and fall under the heading 'Understanding the World.' In other areas of the school, each class plans and delivers their geography lessons following our long-term and medium-term plans, which we use the CUSP Curriculum to form. Each lesson follows 6 essential steps to allow for deep, long-term learning to occur. Please see our **Teaching and Learning Policy** for specific detail on this structure.

Using the CUSP curriculum, we have mapped out the concepts, skills and objectives covered each term for each year group so that our children will explore places and people; resources in the environment; physical and human processes; formation and use of landscapes, local and global environments. Our children will learn subject

specific language they need to describe, question and discuss the world, as well as use different resources, trips and workshops to create immersive and engaging experiences.

Within each Geography unit, children will experience **Strong Start** lessons, which allow for key knowledge linked to observation and mapping. Where appropriate to ensure adequate opportunities to revisit and revise core concepts, **Reference Lessons** will also be taught at the beginning of units to ignite prior learning and strengthen link making across units. We believe the application of both **Strong Start** and **Reference Lessons** strengthens the progression within our geography curriculum.

Essentially, the CUSP Curriculum clearly maps a rich and ambitious vocabulary progression for each unit. We believe that clear and direct vocabulary instruction is central to children making progress and becoming active geographers who can interpret, analyse and evaluate essential concepts.

Effective use of educational visits and visitors are planned to enrich and enhance the pupils' learning experiences within the geography curriculum.

In Geography, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. This is achieved with the support of the 'Securing' Knowledge Notes as a point of reference, additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

### **Impact**

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core concepts outlined in the CUSP Curriculum. Teachers will record children's progress after each unit to help inform end of year judgements and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.

We hope children will be inspired by the places and events they have discovered and may wish to discover more about them through travel, research, online journeys, reading or media. Homework project tasks encourage pupils to delve into geographical topics further and share their findings with their peers.