



GEOGRAPHY POLICY

Revised: Summer 2021

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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School means Clifton All Saints Academy

CURRICULUM INTENT

The School, aims to provide a high quality Geography curriculum to inspire, challenge and engage children to understand more about the world around them. Teaching key concepts such as place, space, scale, environment, interconnections and physical and human processes. The School will provide children with opportunities to participate in field work and to develop their key geographical skills to inspire a love of learning.

“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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

The National Curriculum 2014.

AIMS

The national curriculum for Geography aims to ensure that all pupils:

1. 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.
2. 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.
3. 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.
4. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
5. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

CURRICULUM IMPLEMENTATION

The teaching and implementation of the Geography Curriculum at the School is based on the National Curriculum and is taught as an independent subject. The School focuses on developing the skills necessary for children to understand the changes of the world around them and the impact that they have on the world.

Through using the Geography scheme 'Oddizzi', teachers deliver a progressive curriculum that builds up key knowledge and skills as they move through the primary curriculum.

Geography is an essential part of learning in the Early Years Foundation Stage as it is incorporated in everyday learning. Lesson content and resources from Oddizzi, engage and motivate pupils. Teachers support and extend all learners in order for all pupils to believe, achieve and succeed. Challenges, quizzes and research opportunities make learning fun and gives children the opportunity to engage further with the subject.

Early Years Foundation Stage

Pupils learn and apply geographical knowledge and skills through a combination of child initiated and adult directed activities. They have opportunities to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. In Reception, the children learn to develop an ability to be able to explain some similarities and differences between life in this country and life in other countries.

Key stage 1

In key stage one, the children will begin by learning about their local environment and how place and space is used. They will be able to name and locate continents and oceans of the world as well as identifying the countries that make up the United Kingdom and their capital cities. Children in key stage one will also begin to identify human and physical locations by looking at natural and man-made items in their local area. They will carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key stage 2

Pupils are taught:

In key stage two, children will develop locational and place knowledge by using maps, atlases and digital media such as Google Earth to name and locate counties, countries and cities around the world. They will use fieldwork and skills to collect and analyse data as well as looking closely at physical and human processes such as urbanisation, volcanoes, earthquakes and global warming. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and primary and secondary sources of information, with accuracy.

CURRICULUM IMPACT

Children at the School will be able to understand geographical concepts and have an understanding of the environment that shapes the world that we live in today. They will have developed skills such as problem solving, asking and answering questions, collecting data, testing and evaluating hypotheses as well as developing a sense of intrigue. The children will be well equipped to use these skills across other areas of learning, this will allow them to progress in their learning as they move away from primary education into Key Stage 3 and for life in the wider world.

ASSESSMENT

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Attainment and progress in Early Years is recorded using Tapestry, an online profile whilst both Key Stage 1 and 2 use the Balance Live software. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitudes to learning in Geography is reported to parents annually in school reports.

The curriculum overview can be found [here](#).