

Vision Statement

At KDPS, we believe that the study of Geography helps children to become better global citizens. Identifying and understanding the physical and human geographical challenges that our world faces are vital for our children. Geography is more than just locating places on maps, it is about understanding the World's complexities, appreciating diversity of cultures across continents and bridging divides.

Our Geography curriculum encourages children's curiosity about their world, locally and globally. It aims to equip children with the knowledge and skills to understand the connections between the World's people, places and environments. It enables children to think beyond the UK and explore a range of the World's most significant human and physical features or processes.

We want our pupils at KDPS to think like geographers; why are things in the World as they are?

Intent

At KDPS, we want to improve the geography curriculum so that children can demonstrate a greater fluency with world knowledge by drawing on increasing breadth and depth of geographical contents and context - locally, globally and through fieldwork.

Aims

Our KDPS Geography curriculum aims to ensure that all pupils:

- develop their knowledge of the location of globally significant places including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world and how these are interdependent
- are competent in the geographical skills needed to:
 - observe and describe their world through experiences of fieldwork
 - collect, analyse and communicate a range of data
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital mapping
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing

Objectives

- Focus is quality and not quantity, we will use the time given to geography on the timetable effectively and efficiently in discrete lessons.
- To get children to understand and use the appropriate context subject specific terms
- Geographical skills will be developed, enhanced and applied in a place or thematic context – not in isolation – no place for map skills units undertaken out of context.

Implementation

Organisation

Geography is taught for three half terms a year, alternating with History. Staff plan their geography units on their medium term plans and weekly planning sheets, which can be found on the Google Staffroom Classroom. The curriculum map is to be used to inform all planning.

The Geography subject lead will look at medium term planning and weekly planning to ensure consistency and correlation to the Geography overview.

Curriculum

We follow the National Curriculum Programme of Study for Geography. In our school curriculum, each year group has opportunities for children to build their; locational knowledge; place knowledge; understanding of environmental, human and physical geography as well as their geographical and fieldwork skills. Through these aspects, the children's geographical vocabulary builds as they move through the school.

Connections between vocabulary and children's own experiences are very important for them to build and retain knowledge and enable them get better at geography; learning more and remembering more.

EYFS

As a part of 'Understanding the World' children's geographical development is all about a sense of place. Children explore maps, weather and seasons, human and physical features. By the end of EYFS children should know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Children in EYFS also learn positional language that will underpin the children's future learning of geographical concepts. Things as simple as 'near' and 'far' introduce the concept of distance. Locationally, the children are very 'zoomed in' during EYFS, maps to explore may be a plan of the classroom and as children move through the key stages, they are zoomed out to think about location on a larger scale.

KS1

In KS1 children develop knowledge about the world, the United Kingdom and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children in KS1 learn to associate language with concepts.

KS2

In KS2 children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

In KS2 children start to draw on the knowledge from KS1, where they associated language with concepts, and explore the influence these learnt concepts have on human and environmental processes. Children, therefore, incidentally revisit and build on concepts learnt in KS1, even though the NC does not specify this.

Inclusion and Adaptive Teaching

At KDPS, we recognise the need to cater for all children's needs. All children, regardless of gender, ethnic origin, physical or intellectual capacity should have equal access and be given equal opportunity to participate in geography lessons and learn and develop their skills. Lessons must be taught in an adaptive way and support children with specific needs. This could be in the form of additional adult or peer support, extra time, differentiated tasks, use of ICT etc.

Spiritual, Moral, Social and Cultural Development

- Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.
- Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

- Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.
- Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Impact

Progression and Continuity

Throughout school, children's understandings of concepts should be revisited and built upon. The KDPS Geography progression map provides a structure in which this can take place. Teachers need to use this to inform their planning to ensure continuity. We use a variety of teaching and learning styles in geography lessons, with the aim of developing the children's knowledge, skills and understanding in geography.

Progress and Achievement

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in NC programme of study for Geography: <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Assessment and Recording

At KDPS we recognise the importance of assessments in geography. Children and teachers need to know how well they are doing and what they need to do to improve.

- Assessment for learning should be incorporated into lessons to support individual learning.
- Teachers should keep marking up to date. Work should be marked in accordance with the lesson objective.
- Any assessments should be used to inform planning to help children make progress in their learning.
- The subject leader will keep a portfolio of children's work as part of their subject file. This will demonstrate the progressive teaching, learning and achievement throughout the school. It will also support the subject lead to manage geography across the school and in making judgements about the standards of children's work in geography in the longer term.

Monitoring

Geography teaching needs to be monitored across the school in order to ensure that it is consistent and progressive for the children. In order to do this, a number of tools will be used.

- Planning scrutiny
- Book scrutiny
- Lesson observations
- Pupil voice
- Staff voice

Any form of monitoring will take into consideration the well-being of all involved. The main aim of monitoring is to ensure the best possible geography education for the children of KDPS.

Role of the Subject Leader

The role of the subject leader is to follow through with the aims and objectives of this policy and ensure that children get better at geography – learning more and remembering more. The action plan plays a role in this, ensuring that the school has everything in place to support staff and pupils achieve their best.

Roles & Responsibilities

- To maintain a subject leader file
- To create, follow and re-evaluate an action plan relevant to KDPS
- To ensure KDPS geography curriculum is consistent and is being followed in each year group
- To monitor the teaching and learning within geography fairly to ensure children are making progress
- To support and signpost CPD opportunities to support the teaching of geography and general subject knowledge

Resources

Geography Association – Subscription (Google Staffroom)

DigiMaps for Schools – Subscription (Google Staffroom)

Atlases in 5K side room – ideally the school needs more up-to-date ones

Arctic Alive Circumpolar Arctic floor map – Free rental

Twinkl – Subscription

Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for any visit or fieldwork activity and on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount in line with our risk assessments.

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