



SOUTHBOURNE JUNIOR SCHOOL

Geography Policy

Our vision for geography:

All pupils experience an exciting and relevant geography curriculum which nurtures their curiosity about the world around them. It deepens their knowledge and understanding of local, national and international geography, empowering pupils to ask and answer questions and consider the human impact on their world.

Aims:

- to foster in children a curiosity and fascination about the world, leading to a life-long passion for geography
- to 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
- to 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
- to be able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- to be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- to develop the ability to communicate geographical information in a variety of ways.

Learning and teaching:

Children learn to think and behave as geographers, using first-hand, practical experiences where possible. These may include:

- observing and handling primary sources
- visiting sites of geographical significance, e.g RSPB Pulborough Brooks; South Downs National Park
- inviting visitors and local people in to talk to pupils, e.g South Downs National Park; Chichester Harbour Conservancy.

Following the 'Connected Geography' scheme enables us to focus on a deeper understanding of one aspect of the geography being studied. Enquiry-led learning journeys help children to focus on using the skills of a geographer to develop their knowledge.

Learning opportunities are varied and stimulating, with learning being recorded in a variety of ways, and links being made to other areas of the curriculum. Examples include:

- the use of stories, role play and drama
- the use of art and music
- the use of computing to present learning
- writing persuasively and informatively
- writing balanced arguments

- discussion and debate
- each class has a working wall for their current geography learning journey, with photographs, children's work and contributions which all help to answer the enquiry question.

Planning, Progression and Continuity

The basis for our Geography curriculum is the National Curriculum programme of study for Key Stage 2. From there, we have used the 'Connected Geography' scheme to ensure all aspects of geography that need to be taught have been covered. Learning Journeys are chosen to maximise use of the local area: for example, National Parks are studied at Year 6 due to our proximity to the South Downs National Park; changes in our local area are studied in Year 4.

The 'Connected Geography' scheme ensures that we are able to provide progression in skills and knowledge, whilst maintaining connectedness within geography and with other curriculum areas, throughout the school. Teachers use and adapt the plans and resources from the 'Connected Geography' scheme, ensuring that what they teach is both tailored to our children and in line with the programme of study.

Continuity is ensured through the following processes:

- whole school curriculum map
- whole school geography overview
- year group geography knowledge, skills and progression map
- overview showing links between prior and future learning
- 'Connected Geography' planning used and adapted to fit the needs and interests of our pupils
- knowledge organiser for each learning journey, with knowledge, skills and vocabulary matched from year group progression map

Feedback and Marking

Children receive regular and timely verbal feedback during the course of a lesson or sequence of lessons. Written work may be marked in accordance with school marking policy, with the focus being on the geography skills which are a focus at that time. Pupils may be expected to respond to marking in a variety of ways, again, in line with school marking policy. Work may be displayed on the working wall as a model of excellent geography learning - working walls are used as a teaching tool within geography lessons. Work which is considered excellent for a particular pupil may be used in corridor displays which celebrate geography learning at our school.

Assessment

Pupils are assessed against the skills and knowledge set out in the year group progression map, ensuring that these are challenged and developed each year. After each Learning Journey, teachers update the tracking grid for their class, showing whether a child is working towards expectation, at expected standard, or at greater depth. At the end of each academic year, teachers report to parents the standard at which they have assessed pupils.

Inclusion

We recognise that not all pupils will be able to access geography learning in the same way, and that more able pupils may need further challenge. As a result, teachers adapt planning accordingly, and may look at alternative ways of recording learning. Teachers are supported to provide inclusive teaching and learning in line with the SEND toolkit, ensuring all pupils are able to achieve their potential in geography.

Resources

The subject leader will maintain resources and ensure any available budget is used to update them. Resources are kept in the appropriate year group where there is a box of equipment for each learning journey. Each year group has a set of atlases which are easily accessible at all times. More general resources such as maps, inflatable globes, world map games and jigsaws, compasses are located in the meeting room in Upper Base; there is also a large world map in the Upper Base corridor which is used as a teaching resource. The library contains a good supply of appropriate books. The school has a subscription to the online resource Oddizzi, which provides fieldwork opportunities, further resources, up to date data and information and quizzes to aid knowledge retention and recall.

Role of the Subject Leader

The subject leader will monitor geography in a variety of ways:

- lesson observations
- book looks
- learning walks to monitor the learning environment
- pupil conferencing
- evaluating knowledge organisers
- collecting and analysing data for pupil progress in geography

The leader will also support staff through CPD in staff meetings, disseminating information, ideas and resources.

Role of the Teacher

Teachers are responsible for the learning and progress in geography for all the children in their class, as well as planning and resourcing appropriately differentiated learning opportunities.

Reviewed & Updated January 2023

Next Review January 2026