

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Geography Policy

From the National Curriculum for England & Wales 2014 ...

### **Purpose of study**

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.

### **Aims**

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

- 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.

### **At Hollins Grundy ...**

We support the aims of the national curriculum and value and promote geography to all of our children. The principal way we teach Geography is through the 'Learning Challenge' curriculum using materials from Focus Education. Each half term, children work on 2 learning challenge topics, one of which is History or Geography based. Topics for the year are outlined on a long term plan for each year group. The topics are based on a question which the children will find the answer to as they work on the topic. Each topic is broken down into further learning challenge questions. These questions aim to engage and interest the

children in the topic. Each topic has clear objectives linked to the new national curriculum, including objectives to challenge the more able children.

Topics also include an end of unit application activity where children can demonstrate what they have learnt for example, through an assembly, presentation, report etc. This provides the children with a purpose to their learning as well as providing assessment opportunities.

Each unit has a medium term plan outlining National Curriculum objectives and learning challenge questions for each topic. Staff then also have a weekly planner where they plan each learning challenge lesson in more detail, including some non negotiables such as: AfL, planned questioning, use of TA, differentiation, enrichment, timings, resources, vocabulary, Kagan strategies, opps for discussion & explanation, opportunities for children reflecting on their learning. Where possible staff try to plan for trips, visits or invite visitors to school to enhance children's learning in learning challenge work providing more of a context and engage them more actively in their learning.

Learning Challenge schemes of work and resources can be found in school and on the Focus website.

## **Assessment**

Staff use pre and post assessment tasks from the Focus materials to help them plan lessons at the beginning of a learning challenge topic and assess learning at the end of a topic. Children's learning is assessed against learning objectives at the end of each unit and their achievements are recorded on the Target Tracker system.

## **Early Years**

### **Reception**

Reception follow the new Early Years curriculum (Development Matters from 2012). The areas of learning that relate to geography are Understanding the World (The World covers geography element and People and Communities the history element) Understanding the World is taught through topics i.e Pirates, Space, Changes.

Ongoing assessment information is collected using Fingertips.

Target tracker is used to assess pre learning statements which provide evidence to assess children against the ELG in The World and People and Communities, which are very broad goals. These are split into 30-50months and 40-60m months and above 40-60 months. At the end of the year children are assessed as either emerging, expected or exceeding the ELG for The World and People and Communities.