



## **Geography Policy**

### **Outwood Primary School**

#### **Intent**

At Outwood Primary School, we offer the children a broad and balanced geography curriculum that builds on their knowledge, skills and understanding of the world. This continues to support the school vision of encouraging the children to have a “botheredness” about the world they live in and be global citizens of an ever-changing world. Our curriculum provokes and answers questions about the world both physical and human. Through the teaching of geography, we aim to inspire the children to think about their own place in the world, their values, their rights and responsibilities to other people and the environment as well as developing cultural awareness, understanding and resolving issues about the environment, and recognising the importance of sustainable development.

#### **Implementation**

At Outwood Primary, we have clear knowledge and skills progression documents that are developed with local links, where possible, enabling children to develop an understanding of the geography of their locality. These are used to ensure coverage and progression, in line with the national curriculum 2014 and ‘Development Matters in EYFS’ guidance. We teach the children the four geographical learning strands.

- location knowledge
- place knowledge
- human and physical geography
- geographical skills and field work

We use our Geography progression knowledge and skills documents to create long term curriculum overviews that make meaningful links across the curriculum, where possible, in order to deepen learning and understanding. From these, teachers create medium term plans with a clear sequence of lessons that leads to a final piece or end points. Individual lessons will have clear learning intentions based on knowledge and underpinned with skills. Lessons will incorporate building upon prior learning, key questions, adaptations made where needed, specific vocabulary and

expected outcomes. The children complete work in their humanities book. Throughout the topic, work is displayed on the learning journey wall.

All children will be take part in geography lessons irrespective of race, nationality, gender, creed and level of ability and learning style. Some examples of approaches that may be used are drama activities, co-operative small group work, fieldwork including use of compasses, using observational skills, individual and group enquiry, exploring books and maps of different scales, atlases, globes and using technology. Each teacher has an assessment folder used to assess the acquisition of the Geography knowledge and skills. Throughout the year, the teachers assess the children's knowledge and skills. During lessons the children can self-assess their work using the traffic light system when and where appropriate. This is monitored by the geography subject leader. At the end of the year teacher's input data onto SIMS and these are stored in the assessment file and analysed by the subject leader. The subject leader will also monitor plans, books and lessons termly.

### **Impact**

By the end of year 6, the children at Outwood will become confident "Geographers" who will have a clear understanding of their own place in the world, their values, and their rights and responsibilities to other people and the environment. They will have a cultural awareness and understanding as well as a passion to resolve issues about the environment and sustainable development.