



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

Geography Policy

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Curriculum Aims

At Fulfen we wish our pupils to leave us with knowledge about the physical and human aspects of the world we live in, as well as the geographical toolkit of skills to further their understanding. We wish to instil in them a curiosity to travel, to study and to make a difference in the world. In our rapidly changing environment, fuelled by climate change and the change and growth of superpowers and the challenge of global migration, it is more important than ever that children have the knowledge and skills needed to face the future.

We have three main aims in our teaching of geography at Fulfen. Firstly, for the children to have a strong understanding of the locations of places in the world and the human and physical features of these places. Secondly, we wish for children to understand how humans interact with their physical environment. Thirdly, we want children to be able to communicate geographically.

We ensure we meet these aims by teaching geographical skills through engaging geography topics, matched to the National Curriculum.

Curriculum Organisation and Planning

The school curriculum map is based on the Chris Quigley scheme for geography but adapted for the needs for the school and meets all the objects of the National Curriculum for geography in KS1 and KS2. The curriculum for KS1 builds on learning in EYFS.

Geographical skills and geographical knowledge categories are taught within units of work. There is a clear progression of geographical skills and geographical vocabulary as the children progress through the school, which is evidenced on the curriculum map and the additional Chris Quigley planning. The geographical skills are:

- Investigating places
- Investigating patterns
- Communicating geographically
- Vocabulary

The use of knowledge categories that are revisited in each unit enables the children to make links within and between units of work. The knowledge categories are:

- Location
- Physical Features
- Human Features
- Physical Processes
- Human Processes
- Techniques
- Diversity



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Using the unit plan for geography and the other planning resources on the OneDrive, teachers produce a medium term plan using the geography planning format. It is expected that this planning should be challenging and should include all the red objectives from the unit plan.

There should be opportunities within the unit for children to use the iPads in at least two lessons in creative ways, have an opportunity to write geographically.

After producing a plan, teachers will create a knowledge organiser for that unit. This knowledge organiser will be placed in geography books and on Seesaw. It will be referred to in all geography lessons.

At the beginning of each lesson there will be a sticky starter that refers back to previous learning.

All resources for geography are kept within classrooms or on the OneDrive. Atlases are kept by the geography lead.

In the spring term an inspirational geography display should be in classroom. This display should include:

- Title
- Vocabulary and questions
- Backed children's work
- Resources
- 3D element

Work is recorded in books and on iPads. Opportunities for trips are taken - at least one history or geography trip a year in each year group.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Technology is used in geography to:

- sorting or matching activities (before moving onto a deeper challenge)
- annotating and highlighting text,
- photographing and labelling,
- manipulating language - having a go and editing,
- collecting ideas,
- reading,



- recording verbal responses,
- videoing practical activities,
- creating digital content as a final outcome (e.g. a narrative over a video, explanation of a process, animation to show understanding, creating emotive videos etc)
- to support with reading texts
- using voice to text to support with written work,
- support with research, spellings and synonyms,
- producing creative outcomes to tasks to deepen learning and help children remember more.
- collecting evidence of reading,
- making web-pages more accessible to pupils,
- annotating, editing and improving written work,
- Look at maps.

Assessment and Feedback


Assessment

Teachers are constantly assessing the understanding of the children and adapt the lesson and subsequent planning as necessary. The use of the sticky starter at the beginning of each lesson gives a good indication of the children's knowledge and extra learning in certain areas can be planned as necessary.

At the end of a unit the same assessment takes place. Teachers can assess what children have learned about the topic. Is there any areas that need revisiting? Is there any children that need support? The assessments should be clearly evidenced on Seesaw.

Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the responsibility for improving their own work. Some of the ways in which pupils receive feedback:

- Live marking;
- Verbal comments and questions;
- The use of marking codes against written work;
- Up to three misspellings of age-related words and homophones are indicated by the teacher for children to correct;
- Next steps stickers to move the learning on, which pupils respond to in pencil;
- Comments left on Seesaw to move learning on , which are responded to with a comment from the pupil.

Monitoring and Evaluation



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The Senior Leadership Team and Geography Lead manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- implementing of a monitoring cycle
- monitoring of planning
- book looks / Seesaw monitoring
- learning walks

Our geography curriculum is also regularly reviewed for effectiveness by class teachers to see if children have learnt what was intended. For example, if an end of unit test showed that children had a misconception about an area of the geography curriculum then they would modify the way in which that concept would be taught for the next cohort of children. This results in us constantly adapting to improve our curriculum to ensure it evolves and keep it ambitious.

Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met



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- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

The subject lead will:

- produce a curriculum map for staff to follow. This will be updated as necessary.
- provide extra resources needed to plan the subject.
- Provide a unit plan for each geography unit.
- provide a planning format.
- provide training and support for staff in the implementation of the curriculum.
- order resources as necessary.
- monitor the implementation of the subject by book looks, questionnaires, pupil interviews, iPad monitoring, planning and display monitoring and learning walks.
- give individual feedback to staff.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Scaffold and Challenge

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds



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- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities are scaffolded in order that they can study history wherever possible and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In planning work, the teachers will aim:

- To provide breadth and balance of activities for all children;
- To set suitable learning challenges for individuals or small groups of children where necessary;
- To respond to pupils' diverse learning needs;
- To liaise with the SENCo to ensure that provision is made for all children with SEND;
- To relate activities for SEND children to their Personal Learning Plan targets;
- To overcome potential barriers to learning and assessment for individuals and groups of pupils;
- To provide scaffolding for pupils where necessary.

Spoken Language

The national curriculum for history reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their history vocabulary and presenting historical justification, argument or proof/their ideas. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion and carefully tailored questions to probe and remedy any misconceptions.

British Values & Culture

British Values

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within geography are:



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- Learning about how societies are structured
- Learning about diverse communities of people around the world
- Learning about how humans shape their environment and how they can take care of it

Culture & Diversity

When teaching each geography unit, it is important to take into consideration how human and physical changes impact a diverse range of people - for example, women, people of colour and people with diverse economic status.

Links to other policies

This policy links to the following policies and procedures:

- EYFS Policy
- SEND Policy
- Equality Information and Objectives

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

