

Penshurst CE Primary School	
Geography Policy	
Date of Policy	October 2021
Review Date	2022/23

Intention

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Penshurst CE Primary School, we aim to provide a curriculum that is based around the rich geography of the local area, allowing children to develop their understanding and use of resources within it. Our aims are to fulfil the requirements of the National Curriculum for Geography, providing a broad, balanced, and engaging curriculum for all pupils. We aim to ensure the progressive development of geographical concepts, knowledge, and skills, and, above all, develop a love for geography and the world around them, a curiosity and fascination in the events, processes and formation of Britain's and the wider world's development.

Using the National Curriculum for geography we aim to ensure that all pupils:

- Gain a contextual knowledge and understanding of Britain's geography, including that of the locality, and that of the wider world, comparing different land types and uses, climates and biomes and the impact of humanity, developing and stimulating children's understanding and curiosity about the planet.
- Gain a contextual knowledge and understanding of globally significant places, as well as physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world.
- 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

Scope of Geography

Geography at Penshurst CE Primary School is largely based on the rich geographical features of the locality, including rivers, woods and a variety of land uses and transportation links, which in turn allows the children to practice and hone their geographical field skills. We recognise children need the following essentials to be able to master their understanding of geography:

- Know and recognise the continents of the world, the United Kingdom, and their locality.
- Know and understand the location and characteristics of a range of the world's most significant human and physical features.
- Recognise and understand subject-specific vocabulary relating to human and physical geography.
- Use geographical skills, including first-hand observation, to enhance their locational awareness.

Implementation

At Penshurst CE Primary School, children study a broad range of geographical themes throughout the year, based on the 2014 Primary National Curriculum. Each theme is subject to a general inquiry or overarching question, upon which children investigate and ask further questions to develop their understanding. Much of the topics that children study are based upon the local area; this knowledge is used to compare life in Britain with life in the wider world within similar timeframes.

Impact

We consider accurate and focused assessment as the cornerstone of high-quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Penshurst CE Primary School is one of continually using what we know to move on children's learning. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

Successful Teaching, Learning and Assessment in Geography

- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well
- Work is differentiated, demanding, and challenging enough for all pupils
- The contribution of Teaching Assistants has a significant positive impact on children's progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours
- Well-being and involvement in learning are high
- Progress over time is very good (in books and assessment information)
- Achievement is high overall and ensures that the school meets government baseline standards.
- High quality of work and presentation in books. There must be consistency in approach, expectation, standards, attainment and rates of progress.

Pupils with SEND or additional needs

Pupils with SEND or additional needs receive a curriculum that is differentiated or adapted to meet their needs. Pupils with SEND have Personalised Plans which clearly identify any support / adaptations (physical or human) that will allow the pupil to reach their full potential.