



Egerton Community Primary School

Geography Policy

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Introduction

At Egerton Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. Geography explores the relationship between earth and its people. Geography studies the location of the physical and human features of the earth and the processes, systems and interrelations that create and influence them. The character of places, the subject's central focus derives from the interaction of people and environment. An understanding of geography is essential to our understanding of the world and the skills and knowledge of Geography have a wide application in everyday life. Geographical fieldwork and investigations provide important opportunities for working in teams and developing individual responsibility. The Geography curriculum at Appleton is structured into four key areas of learning:

- Geographical skills and field work
- Human and Physical Geography
- Locational Knowledge
- Place Knowledge

In addition, to these areas, the school provides children opportunities to consider the importance of sustainability and builds in these opportunities under a fifth area of:

- Responsibility

To address these five areas, the Geography curriculum at Egerton Primary is taught through a series of key concepts. These subject specific concepts are explored through each Geography unit and provide lenses through which to consider different aspects of Geography. These concepts are revisited through different year groups as children move through the school to deepen their understanding and build their understanding progressively. Units are planned so that hierarchical knowledge is learnt at the appropriate points and further learning is cumulative each year. Second order concepts are also developed across the curriculum to give children the knowledge and skills needed to communicate their understanding and relate their knowledge to real world examples. Learning wherever possible is linked to the local area, however, the school understands the

importance of providing a wider aspect of Geography too, to improve the children's understanding of the world around them. In addition, every opportunity is given to promote the acquisition of language, vocabulary and to develop their speech and language skills. In addition to the development of geographical knowledge, fieldwork is an integral element of the geography curriculum. Wherever possible, children are given real world opportunities to observe physical and human features, collect data and take measurements which can be used to make comparisons and draw conclusions.

Curriculum Intent Statement

At Egerton, we are ambitious for all children to **Learn** in a broad and balanced view of Geography of the world, to **Achieve** in their development of a well-rounded knowledge of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability, and **Aspire** to bright futures where children have the opportunity given to take their learning and understanding through them in their careers and life choices.

The teaching of Geography at Egerton is an ambitious part of the curriculum with its coverage of teaching all the geographical skills to all. It is through an active engagement geography curriculum that children are enabled to learn not only about the world, but also how it works, how it fits together and how to make a difference and become positive contributors to it. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. This will enable children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. Our aim at Egerton is to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

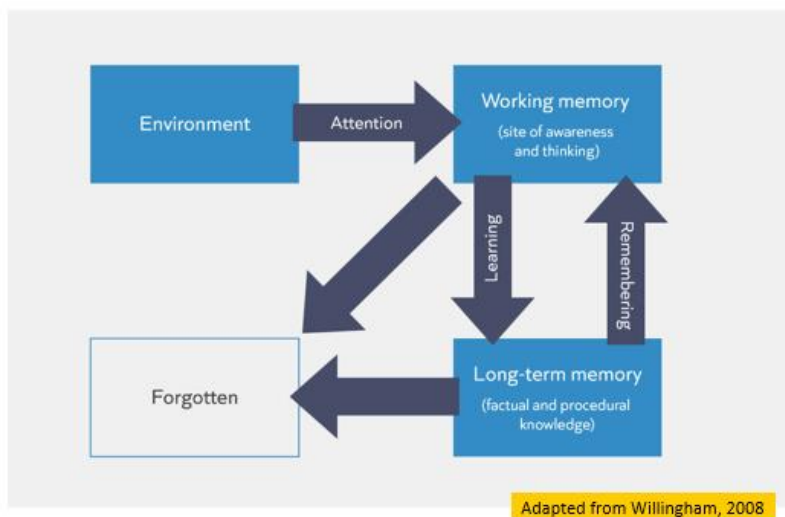
Our unique Geographical curriculum offers all of the National Curriculum guidelines and through its fresh delivery we ensure that children have the key knowledge, skills, values and the intention to improve every students' cultural capital, understanding of the world around them, so that they remember more and are able to do more.

Our broad and rich curriculum is progressive and builds on prior knowledge and skills. We ensure that all learning builds towards an end point, that the children can take into their next stage of their, make connections with the world around them and have a deeper understanding of choices that were made and the impact on their lives today.

Curriculum Implementation Statement

At Egerton, we strive to ensure high standards of teaching and learning in geography, and we implement a curriculum that is progressive throughout the whole school, from EYFS to Year Six. All teachers are supported to strive for excellent curriculum subject knowledge that they present clearly in the classroom using the highest standards of communication. From EYFS to Year Six, the lessons are well-sequenced, that builds on prior knowledge and skills. Knowledge organisers for every topic ensure that teaching is focused on key content, vocabulary and skills. Fluency tasks are planned across the Geography topics and other areas of the curriculum to allow for opportunities for children to commit key content to their long term memory. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson as well as how learners will be supported in line with the school's commitment to inclusion.

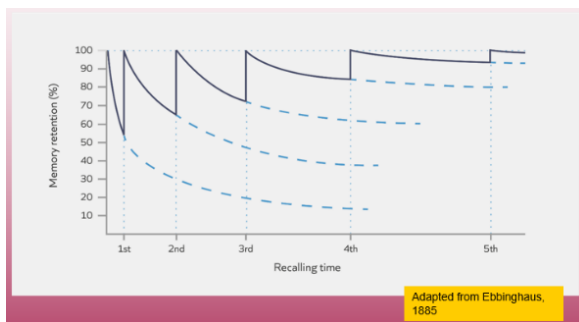
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This simple model of memory provides useful insights in how children/people learn. Here it focuses our attention on the most important elements of how learning happens and therefore can support decision making about the implementation of teaching geography at Egerton. Here, the model demonstrates that we have two areas of memory.

Working memory and long-term memory. The process of learning of Geographical facts and skills is a journey of information from our environment of the classroom to the children's long term memory, that they can refer back to and to draw upon to compare and analysis different events within a geographical study.

The model starts with the environment of which the children are in, namely their classroom and the information about their topics, including maps and atlases and books for research. It is here that it is so important that their classroom space reinforces and directs attention to the content, which we want children to learn for each specific lesson, and this is added to as the session progress further. We acknowledge that working memory has limits and therefore the content we articulate are presented in small, manageable steps, maximum of four new pieces of information per session.



Newfound knowledge can be forgotten and therefore, within our teaching of geography, we need to find opportunities to strengthen it so it is remembered within pupils' long-term memory. We do this through creating opportunities for revisiting knowledge and skills through practise and retrieval. Through our teaching of the Geographical content, we must provide

opportunities for our pupils to remember prior knowledge acquired and transfer this to their working memory. This in turn supports new information and builds on knowledge in long-term memory.

Geography is taught as a topic, focusing on knowledge and skills stated in the National Curriculum. At Egerton, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. Cross curricular outcomes in geography are specifically planned for and the local area is utilised to achieve the desired outcomes, with more opportunities for learning outside the classroom is embedded in practice, including in our Forest schools.

Assessment of pupil's knowledge is ongoing throughout the teaching of Geography lessons. Teachers are skilled at using formative assessment to support pupil's understanding of geographical concepts and facts, and they constantly check understanding at the point of teaching. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) are revisited frequently, to make learning memorable, relevant and easy to retrieve. Formal assessments are made by extending the questioning and answering part in books, where children are encouraged to explain further their understanding of concepts studied and investigated.

As a school, we know the impact trips and visitors can have on supporting and enhancing children's learning geographical experiences, and we look to provide ample opportunities, which support children's understanding of the curriculum content at the point of learning, every year for this to take place. For instance, Year One have the opportunity to visit local area, identifying physical and human features of a place and Year Six visit our local area when studying the water cycle and rivers . Teachers are also encouraged to use a range of resources such as videos, photographs and newspaper articles during lessons to help create immersive learning experiences.

Curriculum Impact Statement

Through well-sequenced and progressive structure of our Geography curriculum, children regularly revisit concepts and link ideas together. Therefore, they know more, can remember more and do more in Geography across the whole curriculum.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. It leads them to be curious to know more about their world and encourages them to learn to ask perceptive questions.

The impact of our geography curriculum is to ensure that the children at Egerton are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about their world; and therefore, I will encourage them to undertake new life experiences now and in the future.

By end of the Geography curriculum at Egerton, our children will -

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.