



Policy Title: Geography

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Claire Genders

Responsible Committee: SD Committee

Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in Geography, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

In our teaching of Geography, we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the cultures of others in different parts of the world and how their lives are affected by where they live in the world. Children are therefore provided with many opportunities to discuss these complex current world issues, from a moral perspective.

This policy has been written to formally record the teaching, monitoring and assessment of Geography at Lantern Lane Primary & Nursery School.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the Geography curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the Geography curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff.

Intent

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the purposes of the National Curriculum (2014) in Geography, which looks to provide every child with:

"A high-quality geography education inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives."

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:
 - i) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ii) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - iii) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of Geography, we intend the following:

At Lantern Lane, we inspire in our pupils a curiosity and fascination for the diversity of the physical world and its peoples, as well as how these relate to each other. Through fieldwork at local and regional scales, we equip children with first-hand experiences, which give them the knowledge and skills to make comparisons, draw conclusions and understand geographical issues. When possible, we personalise our curriculum, are proud of our village and desire to know as much as we can about both it and its surrounding areas. We embed our CARE values by encouraging confidence in the skills we develop, a growing sense of achievement in our progress within the subject of geography, cultivating respect for the physical features of the world and its inhabitants and enthusiasm and curiosity for this academic discipline.

Implementation

We use the National Curriculum scheme of work as the basis for our planning in Geography, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Learning in Year 1 to Year 6 is arranged termly and the children take a 'learning journey' that is enquiry led. The termly focus is either history or geography, whilst art and design technology learning will frequently be integrated. When relevant, further links to other subjects will be made in the interests of deepening understanding, especially in science.

The subject leader has written and continually reviews the curriculum map for Geography. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning. In Geography, the key knowledge to be taught for each unit of work is carefully detailed in a knowledge organiser written for the children, whilst links to other subjects may be included within these knowledge organisers and planning.

Geography teaching focuses on enabling children to think as geographers. We place an emphasis on fieldwork and integrate map work throughout all of our projects. Children undertake enquiry led investigations within our locality in all year groups and year 4 and year 6 undertake residential trips to Castleton and Norfolk respectively.

To further enrich and deepen the children's experiences we seek the expertise of external organisations (such as Severn Trent Water); the local authority (Flooding Workshops); the local community (such as "Friends of Meadow Park") and parental expertise, to enrich and deepen the curriculum.

In addition, links to the English curriculum are made through stimulating stories, to embed and further children's understanding of the world in which we live.

We recognise that in all classes children have a wide range of ability in Geography, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

setting tasks which are open-ended and can have a variety of responses;

setting tasks of increasing difficulty, some children not completing all tasks;

providing resources of different complexity, depending on the ability of the child;

using teaching assistants/teachers to support children individually or in groups.

What good teaching and learning looks like in Geography at Lantern Lane:

	Teachers:	Pupils:
EYFS	<ul style="list-style-type: none"> • Provide rich opportunities to develop children's understanding of their school environment, local area and beyond. • Encourage children to follow up their own areas of interest relating to geographical themes- using and extending vocabulary. • Devise activities where children will compare and distinguish similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Show care and concern for living things and the environment. • Look closely at similarities, differences, patterns and change.
Year 1 to Year 6	<ul style="list-style-type: none"> • Make a connection with geographical ideas in children's minds by setting geography within a context such as place, current events or local interest. • Present children with opportunities to evaluate and create data such as in the form of maps, charts and surveys- based on real people and events where possible. • Increase children's understanding and knowledge of local, regional, national and international issues. • Provide real experiences to develop knowledge and fieldwork skills frequently. • Link with other subjects- especially History, Science, Maths and PE. 	<ul style="list-style-type: none"> • Pupils show knowledge of where places are and what they are like and give examples of the ways in which human and physical environments are interrelated. e.g. trade or climate • Pupils use core geographical knowledge and vocabulary with increasing accuracy. • Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts. • They are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others. • Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are well developed. • Pupils show passion and commitment to the subject and exhibit a real sense of curiosity in finding out about the world around them and the people who live there. • Pupils express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Feedback

Feedback in Geography should be completed in line with the Lantern Lane Primary School Feedback Policy.

When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

The following feedback codes are used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

Code	Explanation		Code	Explanation
	You have used equipment to support your learning.		GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are developing learning in relation to the learning objective.		PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are securing learning in relation to the learning objective.		CR	You have a correction to complete here.
 Beside LO.	You are mastering learning in relation to the learning objective.		CH	You have a challenge to complete here.
	Answer to individual question is incorrect. Complete a correction in purple pen.			Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.			Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.		WCF	You will receive your feedback as a whole class in the next lesson.

For written pieces of work in Geography, both the related enquiry question (see curriculum details on the Lantern Lane website) and the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same ✓ system detailed above. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Teaching staff will, however, use the following codes to show the context of the piece of work.

GW - this piece of work has been completed with the help of an adult.

PW - this piece of work has been completed with the help of a peer.

Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

Impact

The curriculum, in itself is the progression model. We have a well-constructed, well-taught curriculum mapped out in Geography at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in Geography.

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Teachers	Children	Children's Work
<ul style="list-style-type: none"> • Have they become more knowledgeable? • Do they have high levels of confidence in implementing all areas of the curriculum? • Can they articulate to senior leaders and subject leaders what is working well? • Are they keenly aware of how children are coping with the taught content? • Do they teach consistently well, applying sound pedagogical practices in all lessons? • Do they plan coherent learning journeys based on the objectives and skills mapped out by the subject lead? • Do they seek support from subject leads where they are less confident? 	<ul style="list-style-type: none"> • Can they talk with confidence about what they have learned? • Are they enthused and interested in a wide range of curriculum areas? • Can they talk about the specific characteristics and skills associated with each subject? • Can they share examples of their learning and explain the 'why' behind the work they have produced? • Do they demonstrate good learning behaviours in all lessons? • Are they able to explain how their learning within a subject builds on previous learning in that area? • Are they able to make thoughtful links between subjects? • Are ALL learners able to access, enjoy and make progress within the curriculum – regardless of their starting points or additional needs? 	<ul style="list-style-type: none"> • Does work demonstrate they take pride in what they produce – do children show the same effort as in maths and English for example? • Does it show increasing understanding of the key concepts within each subject? • Does it illustrate developing understanding of the discipline of each subject as well as the declarative knowledge? • Does it show a coherent teaching sequence has taken place? • Does it show an emphasis on subject specific vocabulary?
<p style="text-align: center;">Governors</p>	<ul style="list-style-type: none"> • Do they give positive feedback about behaviour and engagement in lessons? • Do they comment on seeing high quality work and outcomes? • Do they report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development? 	

Ref: Adapted for Lantern Lane based on work by @DynamicDepts

As our curriculum is the progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders - Collaborative Quality Assurance
Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in _____ Known areas of development Individual requests from class teachers	Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in _____ being used? Are all staff developing key priorities within the subject	Discussion of subject leaders' judgements and evidence base through termly subject leader meetings. Joint analysis through:

<p>Support teachers to: Interpret curriculum maps for subject Plan well-constructed sequences of lessons which build on prior learning Develop own subject knowledge Reflect how well teaching meets what a good lesson looks like in _____</p> <p>Team teaching</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils? Monitoring and evaluation: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p> <p>Collaboratively establish any CPD priorities which are whole/part school.</p>
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Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and strongly believe that all children are able to achieve in Geography. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension and help their geographical understanding.

Children are given opportunities to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Explain some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them, making observations and drawing pictures of animals and plants and note similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in *Geography* by observing teaching and learning in *geography* regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with *Geography* developments.
- Keeps parents informed about *Geography* as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in *Geography*.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in *Geography* are met effectively.
- Keeps the school's policy for *Geography* under regular review.