



Chapel End Primary School
Geography Co-Ordinator File

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2024-2025
Review Date	Autumn 2026-2027

Intent

Through the teaching and learning of Geography at Chapel End Primary School we aim to stimulate our children's curiosity by incorporating a 'classrooms without walls' philosophy. We endeavour for all of our children to experience first hand what it is like to be a geographer. It is our aim that progressive mapping and fieldwork is at the heart of our teaching and learning. Through our curriculum we explore firstly our own locality, which then progresses to the UK and onto the wider world. By learning about different places and cultures we aspire for all of our children to develop respect and tolerance for the wider world. This supports our ultimate goal in supporting our children towards becoming responsible global citizens. Through completing our contextualised programme of study we aim for our children to develop independence and resilience as they move out into secondary school and the wider world.

We will do the best WE can to enable our children to do the best THEY can.

Aims and objectives:

The aims and objectives of learning geography in primary school are:

To 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.

To 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.

Be 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.

Implementation

The Curriculum

- Children's geographical skills knowledge and vocabulary begins to be developed in our EYFS setting.
- At Chapel End Primary School, we use a Curriculum overview constructed from National Curriculum objectives to ensure topics are curriculum compliant and delivered progressively throughout the school.
- Knowledge, skills and vocabulary are planned across Years 1 to 6 to ensure that there is effective progression, challenge and differentiation.
- In the Summer term an additional orienteering, fieldwork and map reading unit is delivered which becomes progressively more complex each year. This ensures that children at Chapel End Primary School continually build upon their mapping and fieldwork skills each year.
- The design of the curriculum allows for effective links with other subjects, particularly English, Maths and geography.
- The design of the curriculum gives opportunities for children to visit places in the UK that bring topics to life. These places include our local village, Crosby beach and the Lake District.
- The design of our curriculum aims for our children to firstly develop their geographical knowledge and understanding in their own local area. This then expands to the UK, which in turn expands in a wider context to continents and hemispheres.
- We approach aspects of the Geography curriculum through food and 'fairtrade' which allows us to link Geography with PSHE.
- Children are given many opportunities to discuss human geography and study the effects of location of economies and ways of life.
- Progressively throughout the curriculum, children are able to compare physical and human geography and apply geographical enquiry.
- Our curriculum includes vital learning opportunities linked to climate change which is so important for our children.
- The British value of respect is threaded throughout the curriculum.

Organisation

- Geography takes place every other half term in rotation with Science.
- When a Geography unit is being covered it is taught for 1 hour each week in Years 1 to 6.
- Children record their learning in their Geography book. In Key Stage 2 they have 2 books as they complete their learning journey. Book 1 in Years 1 and 2; book 2 in Years 3 and 4 and book 3 in Years 5 and 6
- Each unit of work begins with a knowledge organiser which details: vocabulary, skills and key knowledge.
- From Year 2 onwards, the first lesson of each unit will focus on the UK along with continents and oceans.
- Children complete Geography based visits in years 1,3 and 5
- In the Summer term each year all children complete an orienteering, mapping and fieldwork unit based within our expansive school grounds here at Chapel End Primary.

Planning

- Teachers plan using available school resources as well as planning websites such as 'PlanBee'
- Teachers use their curriculum overview, skills progression, vocabulary progression, knowledge of their cohort and areas that interest them personally to plan lessons that are fun, relevant and inspirational.
- Basic skills are incorporated into lessons but do not override the geographical focus of any session.
- 'Hands on' tasks are provided with photographic evidence being used if children do not record using written work.
- Staff choose which activities best suit the needs of their class. They also choose the level of support individuals may need.

Teaching and Learning

- Lessons are delivered using a variety of approaches with a particular focus on children visiting locations rather than only looking at pictures of them.
- Every lesson must contain opportunities for children to use their speaking and listening skills.
- Pupils are encouraged to ask questions about the geography and find answers through independent research and geographical enquiry.
- Lessons will give children opportunities to apply their basic skills in reading, writing and Maths

Assessment and feedback

- Children's attainment and progress is assessed in each lesson
- Staff use individual knowledge organisers to highlight when a child has achieved an objective.
- Written work will receive the appropriate following feedback:
 - Child asked to correct a mistake in a coloured pen.
 - Child challenged with an extension question linked to what they have learned and supported by blooms taxonomy.
 - Knowledge organiser highlighted.
 - An indication as to how much support has been given to the child in relation to writing.

Monitoring

- Progress and achievement in Geography will be monitored in the following ways:
 - Autumn Term: Knowledge organiser review and data analysis and book scrutiny
 - Spring Term: Knowledge organiser review and data analysis and pupil interviews
 - Summer Term: Data analysis of mapping and fieldwork

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

Teachers

- Use the wealth of resources, including those online to challenge their current class.
 - Continue to develop and broaden their own subject knowledge.
 - Deliver lessons that are fun and offer a wide range of teaching and learning approaches such as: role play, videos, stories, quizzes, 'hands on' and written activities.
 - Provide children with opportunities to develop their speaking and listening skills.
 - Assess work and provide feedback that supports the development of learning.
 - Review knowledge organisers to ascertain the attainment and progress of each child within their class.
 - Seek out CPD opportunities to improve their own subject knowledge.
 - Report back to the co-ordinator, particularly regarding the need for additional resources.
 - Use display opportunities to celebrate the children's geography work.
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- **Subject Leader**
 - Create a subject intent statement with the staff.
 - Write the geography policy and update it every 2 years.
 - Ensure that knowledge, skills, and vocabulary are progressive across the Key Stages.
 - Ensure that links are made with other curriculum areas.
 - Monitor the progress and attainment of children in geography.

- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to geography.
- Create knowledge organiser templates for each unit of work.
- Report to Governors regarding the teaching and learning of geography at Chapel End Primary School.
- Use a yearly budget for geography to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in geography and adapt the curriculum accordingly.

Head teacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Head teacher and subject leader are carrying out their duties effectively.

Impact

By completing the geography curriculum at Chapel End Primary School children will have developed:

- The fundamental skills in learning about the places, which will help them as they move into secondary education.
- Confidence when using speaking and listening skills.
- Independence and resilience.
- A curiosity of the world and the ability to **ask** relevant questions
- Research skills to **answer** who, when, what and why questions.
- Respect and tolerance for people around the world who have different cultures and societies.
- A knowledge of their local area, developing to the UK and then onto the wider world.