

# Gorse Hill Primary School

## Geography Policy

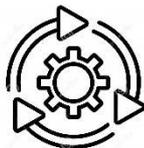
At Gorse Hill Primary School we pride ourselves in working together to do our best. We aim to provide equal opportunities for all members of our school family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have regular access to the geography curriculum, and the right to experience geography in a fun, stimulating, engaging, practical and meaningful way.

The National Curriculum states that “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”.



### **INTENT**

- All geography programmes of study follow the requirements of the National Curriculum 2014 and by the end of Y6, all children should have studied geography within all continents.
- We intend for children to become independent geographers and ask meaningful questions about the locality and world around them.
- We intend for children to have engagement with equipment, tools and resources that inspire them to investigate and enquire.
- We intend to speak to our children regularly to ascertain what they are enjoying or finding challenging so that every effort can be made to continually improve our practice.
- We intend for children to retain the skills they have learnt so that their geography knowledge is deepened and is also progressive as they move forward in their learning.
- We intend for teachers to regularly assist children in retaining their prior learning so that it can be built upon and enhanced.
- We intend for children’s knowledge of key physical and human processes to deepen and for them to grasp and understand the relation between how these processes interact.
- We intend for children to be able to use their geographical knowledge to explore problems and solutions to local environmental problems.
- We intend for our children to experience and enjoy the practical elements of geographical enquiry, by providing fieldwork opportunities that inspire curiosity and enthusiasm.



### **IMPLEMENTATION**

- Geography is now taught in a specific geography book and will be taught on a termly basis – often interchanged with history.
- Teachers have been given a whole school map of topics to be studied in every year group. This will assist them to recap and consolidate learning from prior year groups and also be aware of future learning goals.

- Teachers will ensure that learning goals are differentiated so that all children can experience some level of success.
- The children are encouraged to ask questions and enquire about geography rather than just be spoon fed information in a passive way. Teachers will strive therefore to make lessons as practical, experiential and engaging as possible.



## IMPACT

By the end of KS2, we want children to have significant geographical knowledge about the world in which they live. They should have looked at areas within different continents in depth to develop their global world knowledge. We would like children to be able to talk confidently about their locality, their geographical skills and their learning about geography with confidence.



## ASSESSMENT

Children's work will be marked according to the policy of the school. The learning objective for that lesson should be made clear to each child as to whether they have fully met, partially met or have not understood it yet. Children should be given next steps in line with the school marking policy, to provide some element of either consolidation or challenge. Teacher assessments are made both formatively and summatively, and results entered on Target Tracker on a termly basis. Whole school book scrutinies will take place regularly throughout the year by the subject leader.