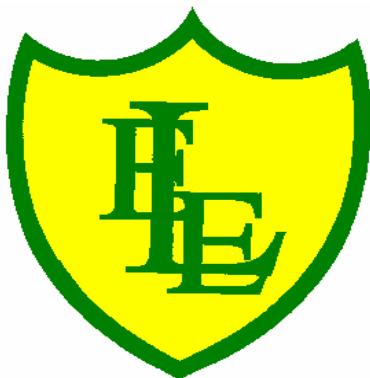


ECCLESTON LANE ENDS PRIMARY SCHOOL



Geography Policy

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

Geography Intent:

At Eccleston Lane Ends our intent for the Geography element of our school curriculum is to inspire children to build their own thoughts and moral views towards our world. The children are encouraged to develop a greater understanding and knowledge of the world, through Locational, Place and Geographical knowledge. The curriculum is designed to equip pupils with knowledge about the Earth's key physical and human processes, with strong links to diverse places, people, resources and natural and human environments

CURRICULUM IMPLEMENTATION

The ELE Team has developed a coherently planned academic curriculum. Underpinned by our school values (including British values), topics, where appropriate and curriculum drivers, are based around the EYFS or the National Curriculum for content and expectations.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

When implementing the curriculum we recognise that learning is effective when it is spaced out; when children see connections in their learning and can layer learning; when retrieval of previously learned content is frequent and regular to increase long-term storage and retrieval strength.

We have structured this so that each year group, YR to Y6, has:

- ✓ A clear overview of what must be covered in every subject/area of learning (curriculum map) over six half terms, including adaptations to EYFS curriculum through emerging interests.
- ✓ The key elements of the curriculum identified to make specific knowledge, skills and understanding stick for every subject, each half term.
- ✓ A curriculum coverage and progression document for each subject/area of learning which is evaluated half-termly.
- ✓ A tracking tool to identify where pupils are in relation to age related expectations for all subjects in each year group.
- ✓ A range of assessment activities to inform teachers' professional judgement as to how children are progressing and attaining.
- ✓ Opportunities to experience and develop learning outside the classroom by participating in activities and events through visits and visitors that have been planned across the whole school.

Successful implementation requires all pupils to participate well by having great learning habits and demonstrating exceptionally positive behaviour for learning.

At Eccleston Lane Ends Primary School, through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and critical contribution to society as an adult.

We agree that the classroom environment should be stimulating and challenging and encourage resilience and independence.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them, so we will promote teamwork, ensuring that all contributions are valued and continually look for ways in which to raise self-esteem.

We acknowledge that we need to be professionally reflective in our practice because not all teaching leads to effective learning.

Key areas of knowledge and understanding have also been developed progressively in each year group to fulfil requirements of the national curriculum but we also recognise key skills such as communication, problem solving, reasoning and the use of computing aids the learning process.

Children will be inspired and motivated by staff who will continue to develop professionally themselves and strive for high standards within a community of learners.

The implementation of the curriculum will include the following elements leading to great learning:

1. Quality First Teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Assessment of Performance

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.
- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, periodic and transitional assessments used effectively;

- Assessment for learning (AfL) evident across the school - learning objectives, self and peer evaluation.

3. Intervention and Challenge

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated for impact and relevant adjustments are made.
- Provision for the more able in challenging through a variety of activities including specific questioning and tasks that demand a deeper understanding.

CURRICULUM IMPACT

By the time children leave Eccleston Lane Ends, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have frequently utilised fieldwork and other geographical skills and techniques.
- Have a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

The Geography Curriculum

Geography at Eccleston Lane Ends is taught in blocks throughout the year, so that children can achieve depth in their learning. We teach the National Curriculum, supported by a progression document. This ensures that skills and knowledge are built on year by year. The curriculum ensures that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic and the children are given time at the beginning of each lesson to share key findings from their previous lessons, using a Make it Stick sticker. This ensures that teaching is informed by the children's previous knowledge. Tasks are selected and designed to provide appropriate challenge to all learners, regardless of circumstances, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated as necessary. Geography provision is well resourced and specific resources are available to specific year groups and topics to support effective teaching and learning. The local area is utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Pupil voice is used to enable leaders to assess the impact of the Geography curriculum: whether pupils enjoy and are motivated by the subject and whether they are confident and able to talk about what they have learnt in Geography, including the recollection of Geographical knowledge, skills and vocabulary that they have been taught over time.

Focus Areas/ Coverage and Cross-Curricular Opportunities

EYFS:

The EYFS Educational Programme for Understanding the World says: 'Understanding the World 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.' This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following area of learning:

- Understanding the World

Geography			
Three and Four Year Olds	Understanding the World		<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Begin to understand the need to respect and care for the natural environment and all living things.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none">• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Recognise some environments that are different from the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none">• 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, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none">• Know some 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.

Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical

geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography - key stages 1 and 2 4

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Assessment, Recording and Reporting

An annual report which includes Geography is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.

Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.

In Geography the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Feedback, both verbal and written in the form of marking.
- Year group subject specific objectives to monitor coverage.
- Use of the 'Make it Stick' page to assess what children have learnt.
- Subject specific vocabulary that children can now use across the curriculum in their work.

Health, Safety and Safeguarding

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to Geography to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Mrs C.Gowan. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

Additional Needs

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the Geography curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

Equality

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Roles and Responsibilities

Abbie Williams is Geography Leader.

Regular monitoring and self-evaluating activities are carried out by a range of stakeholders, including governors, to hold the school to account for the high-quality education of our pupils.

Review and Evaluation

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework September 2022.

References to Other Policies

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy