

Statement of intent

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims

Through the teaching of geography, Dussindale Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:
DfE (2013) 'National curriculum in England: geography programmes of study'
DfE (2017) 'Statutory framework for the early years foundation stage'

Roles and responsibilities

The geography subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of geography, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.

- Organising the deployment of resources and carrying out an annual audit of all geography resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the geography coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the geography coordinator or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Early Years provision

- Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early year's foundation stage'.

The national curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

Cross-curricular links

Wherever possible, the geography curriculum will be enquiry based and provide opportunities to establish links with other curriculum areas.



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Teaching and learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities.

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:

Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

Each year group will have the opportunity to undertake an external educational visit, which is geography based.

Planning

All relevant staff members are briefed on the school's planning procedures as part of staff training.

Throughout Dussindale Primary School, geography is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: geography programmes of study'.

Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Medium-term plans will identify learning objectives, main learning activities and differentiation.

Medium-term plans will be shared with the geography coordinator to ensure there is progression between years.

Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.



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Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

This policy should be read in line with all other school policies.



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