

Westerings Primary Academy

Subject Policy Document

‘To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions.’

Subject Name: Geography
Academic year - 2021 to 2022
Date updated: Jan 2022
Date to be reviewed: Jan 2023

1. Aims and Objectives

What is the rationale for your subject specific intent statement? *(Make reference to links to the whole school intent statement)*

Our Geography specific intent statement is:

‘To **inspire** pupils to be **inquisitive** about the world around them and it’s people, through equipping them with knowledge about diverse places, people, Earth’s geographical processes and key geographical skills.’

The key drivers from the whole school intent statement which are most relevant to Geography are **inspire** and **inquisitive**. **Inspiration** is key to Geography as we aim for our pupils to develop a sense of awe and wonder about the world around them; the different landscapes and cultures around us. Being **inquisitive** is key to Geography as we aim to support our pupils to develop a curious approach to the discipline, asking big questions and using Geographical skills to gather, organise and utilise this data to find an appropriate answer to them.

What are the National Curriculum Statements for EYFS, KS1 and KS2 for your subject? *(use hyperlinks)*

In EYFS, we use the [Development Matters Framework](#).

We use the [National Curriculum](#) for KS1 and KS2.

What are the key areas of your subject? What does this look like in the classroom? (*headings from the subject progression subject*) Are there any key approaches to your subject? (*i.e. use of the mastery flow model*) Why have they been selected? Give a brief outline of their structure.

The key subject specific skills for Geography are:

- Locational knowledge and map skills – children know what a map is used for, how it is structured and the features of a range of types of map. With increasing complexity, pupils can use existing maps and create their own.
- Geographical subject knowledge – children know about a range of Geographical locations, drawing upon a range of sources to gather information about them. Children develop skills in comparing locations, considering similarities and differences, based on a range of factors. Children know and can apply Geographical vocabulary.
- Human and physical Geography – children know the difference, can give examples of each and can apply this to research about a novel Geographical location. Children can develop an increasingly analytical approach to describing the features of different places, demonstrating an understanding of how human and physical features interact with one and other.
- Geographical skills and fieldwork – children develop their skills of using Geographical tools to gather data, both quantitative and qualitative.

The progression document breaks down further how the above skills are developed and build upon throughout a pupil's career at Westerings and what this looks like in the classroom.

2. Subject organisation

How is your subject led? Who is accountable? How and when are reviews made? What impact will this have?

The Curriculum lead is accountable for facilitating, coaching and mentoring the subject leader through the reflective process of subject leadership. At a whole school level, the Curriculum Lead is accountable for the attainment and progress of pupils in all aspects of the curriculum.

The Geography lead is accountable for driving improvement in the provision of pedagogy, resources and ultimately attainment and progress of pupils at Westerings at a subject level. This is achieved through continuous reflection, planning intent, implementing actions and assessing the impact of these over time. This process will occur throughout the academic year(s) and as such, steps taken will be adjusted based upon need. Reviews are made continuously throughout the year, although a formal review will be made yearly, through reviewing the action plan.

The subject lead will support teachers, LSAs and pupils to take an instrumental role in disseminating new

initiatives, maintaining existing ones and reflecting on their impact. The subject leader will hold those stakeholders to account for ensuring the continued high quality of Geography provision.

The impact of this trinity is that all stakeholders will be pushing towards the improvement of Geography provision, and that this improvement is in line with whole school development points.

How should your subject be taught? What should staff use to plan and ensure progression? *(Use hyperlinks to progression document / scheme of work)*

An effective Geography teacher should:

- Be secure and confident in their subject knowledge (both subject content knowledge and subject pedagogy), including an understanding of geographical concepts and progression in pupils' geographical learning.
- Make use of maps, fieldwork, and a range of multimedia resources to support geographical learning.
- Use geographical enquiry to involve pupils fully in exploring and learning geography and promote their curiosity and understanding of the world.
- Be able to assess geographical learning and use their assessments formatively.
- Plan geography curricula appropriate for young people today that cover all aspects of geography, as well as contributing to wider skills including literacy and numeracy.
- Be evaluative and reflective so that they incorporate new strategies into their teaching repertoire after they have researched them carefully and understand what they are seeking to achieve.

[Geography progression document](#)

3. Cross Curricular Links

Which subjects are linked to yours and how? What should staff use to plan and ensure progression? *(Consider key skills and how they overlap. Discuss how high quality provision in both subjects will support learning in both subjects. For example: How Art planning and evaluation skills link to the same skills in D&T. How computing debugging skills mirror the evaluation skills in science investigative work. Please ensure links to core subjects are carefully considered.)*

Geography is linked to a range of subjects:

Subject	Links
Maths	Use of map skills requires applying understanding about a range of Maths skills such as length and measure, ratios etc.

History	Developing an understanding of how Geographical factors shaped historical events and how historical events may influence the geography of a landscape.
Science	Links with understanding the chemical, physical or biological processes involved with Geography i.e. glaciers, rivers, erosion, global warming.
RE, PSHE and RSE	Developing a greater understanding of the world in which we live supports pupils to develop a clearer sense of self as a citizen of a town, county, country, continent and world. Better understanding of other cultures demystifies them and allows pupils to gain an understanding and develop skills of compassion, respect and acceptance of others.
Computing	Utilisation of devices to process data, present arguments, gather and organise information.
English	Application of Literacy skills to read, write, listen to and speak articulately about Geographical topics.
MFL	Language and culture are intrinsically linked, developing an understanding of both simultaneously can develop a deeper understanding of the culture being learnt about.

How is your subject linked to SMSC? How is your subject linked to British Values?

[\(SMSC Guidance\)](#)

[\(British Values Guidance\)](#)

Spiritual – The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually. For example, when looking at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed, whilst the study of population, Brazil and Kenya to name a few gives students an appreciation of the world around them. The study of population and globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Through topics like this, we enable students to reflect and share their own experiences and the diverse nature of our classes really enhances discussion and debate in this area. Imagination and creativity is a theme in teaching, where students are stretched in activities ranging from the design of their own villages and consideration of needs and wants in this, to environmental surveys of the school.

Moral – Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. For example, when considering

physical topics such as global warming, consideration is given to how much these issues that arise are man-made and are because of exploitation. Similarly, the debate centres on the role of humans and how ethical our actions are. Geography allows students to see and explore situations from different points of view. Debates allocate students different roles in decision making processes which help develop empathy and appreciate the opinions of others.

Social – Developing an understanding of human geography, what it is influenced by and how it influences the world around us requires a high level of analytical thinking into social factors. Children at Westerings develop a sense of their own place in the world through learning about others’.

Cultural - Geography looks at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result.

4. Resources

How and why have resources been selected? How should they be used in class? Where can they be found? *(Please include a hyperlink to your resources register) How do they link to current topics? (Consider placing this on your resources register to save you time explaining it here.)*

A wide range of map types are available to pupils to use. Please see the **appendix** for a full list of the types of maps children are exposed to, and in which year group. Children also have access to compasses and a range of tools which can be used to carry out fieldwork. For example, rainwater measuring containers and a range of measurement tools.

How and when are resources reviewed? By whom? What should staff do if they need new/different resources?

Annually, resources are reviewed by the subject leader. It is the phase leader and class teachers’ role to communicate with the subject leader if additional resources are needed.

5. Inclusion and Differentiation

How are pupils supported and challenged in your specific subject? *(Describe any methods of differentiation unique to your subject i.e. using dictation feature on chromebooks etc)*

SEN and LA pupils:

- Writing and reading barriers to learning in geography are removed through use of video, visual prompts, partner pupils reading the resources to them, text to speech, small group work with an adult. Children are supported through differentiation of activity which allows them to achieve well in terms of the geography Learning Objective, without the need to write at length. Word banks with definitions.
- Over learning
- Pre and post teaching
- Additional time to practice aids mastery of new skills

- Mathematical skills are supported by providing children with the same supportive apparatus they use in Maths lessons to allow them to order dates on a timeline
- Knowledge organisers are used to help pre teach pupils. These are also sent home so parents can support their child with skills such as vocabulary understanding.

Pupil Premium Pupils:

- Targeted questioning
- Targeted verbal and written feedback to track more closely the progress of these pupils within lessons and over time.
- Additional discussions about these pupils with phase leaders during Pupil Progress Meetings

Pupils working at secure expected:

- Next steps planned for through rigorous assessment in the lesson, based upon prior knowledge which should be there based on previous years teaching.
- Challenge through open ended questioning and next step feedback

How are the most able pupils extended so their learning can be deepened in your subject? (*AMA challenge days etc.*)

More able pupils and Gifted and Talented pupils:

- Challenge through targeted questioning
- Channelling particular interests through the Class Teacher building a relationship with pupils and providing opportunities to extend learning further and link new learning to pre-existing knowledge and skills
- Use of progression document to aid mastery and fluency of skills by looking at subsequent years and pre-teaching this

6. Role of the Subject Leader

See the [Subject Leader Toolkit](#)

7. Parent/ Local community engagement

How is your subject represented in any home learning tasks?

Each year group sends home a topic home learning sheet which features all areas of the Curriculum. Geographical activities, investigation and exciting hooks feature on this document as a tool to support learning at home. The focus of this task is to boost engagement, develop an understanding of the key vocabulary and foster a love of Geography. These tasks are creative and open ended, allowing children to explore and be inquisitive.

How are the Governing body/PCAB kept updated about changes and developments with your subject? What is their role in supporting you with monitoring and devising next steps? How do you maintain links with the local community within your subject?

The Governing body and PCAB have different focuses, through a rotating system. Geography can be investigated for it's rigour, quality and ultimately, attainment and progress outcomes for pupils.

How are resources, knowledge, skills, guidance and provision available due to our place in the Academy Enterprise Trust utilised? How does your subject link to the AET values? *(Be unusually brave. Discover what's possible. Push the limits. Be big hearted.)*

Be unusually brave:

- Pupils learn about resilience and determination through Geography when they are researching the answer to 'big questions'. They have an opportunity to develop skills in resilience when learning about communities in challenging Geographical contexts and learning of the ways in which they overcame poor odds.
- Through learning about the hardships faced by people in other locations, we gain a better understanding of our challenges here and put them into a broader, global context.

Discover what's possible:

- Geography is all about broadening your horizons - through Geographical study, pupils find out new information.
- Moreover, they find out **how** to find out more through learning Geographical enquiry skills.

Push the limits:

- Children are constantly challenged to achieve as highly as they can and to make as much progress as possible in lessons, during units, throughout the year and throughout their whole time at Westerings. We encourage pupils to be ambitious and push themselves, whatever their starting point is.

Be big hearted:

- Pupils are supported to use empathy to consider the experiences of people in other locations and to consider how human Geographical factors may be experienced differently by different members of society and have wide reaching consequences on physical Geographical factors
- Pupils are challenged to put themselves in the shoes of others and even write diary entries from the perspectives of people from other countries/continents.

Appendices/Hyperlinks: