

Kew Woods Primary School

Geography Policy



Geography Intent Statement

Basic Curriculum Principles:

1. **Learning is a change to long-term memory**
2. **Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge**

We have a rich and varied Geography curriculum that engages pupils to experience a wide breadth of study and to foster a sense of wonder about the world and develop a strong interest and curiosity about their own surroundings and in the world as the home of mankind. This subject area is based on three threshold concepts, **investigating places, investigating patterns and communicating geographically.**

These concepts tie together the subject topics and pupils return to the same concepts over and over, and through this “forward and backwards engineering” of the curriculum gradually build understanding of them. Our aim is not to overload pupils working memory but to allow repetition for previously learned content so that knowledge is in their long term memory. This will then allow pupils to apply their knowledge and work at greater depth toward the end of key phases.

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is based on evidence from cognitive science; three main principles underpin it;

- Learning is most effective with spaced repetition.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Implementation:

At Kew Woods Primary School, Geography teaching focuses on enabling children to think as geographers. Geography begins in the Early Years with a balance of child-initiated and adult-directed play based activities, using continuous play and small group activities. Teachers regularly deploy these two different styles of teaching in order to give pupils a variety of learning experiences. The child-initiated learning focuses on activities starting with a stimulus, often provided by the pupils themselves. Through discussion and encouragement, an adult helps pupils to explore an area of interest and create an outcome of value, demonstrating the retrieval and application of embedded skills. The adult-directed learning takes place in small groups to learn new skills, in addition, whole class teaching also takes place to learn new skills in communication and language and understanding of the world.

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Within KS1 and KS2, Geography lessons are taught by the class teachers and will take place every other half term where learning will be developed and skills and knowledge increased in complexity. Core knowledge is broken down into units of manageable size and carefully sequenced within a planned program. Pupils will build on previously learned skills and vocabulary. The children will use different levels of vocabulary in each Key Stage to allow for continuous progression. To strengthen our schema and support teachers, we use the Chris Quigley curriculum companion document as a supporting tool for teachers.

A variety of teaching approaches are used based on the teacher's judgement. Enquiry work involves asking questions, collecting relevant data from primary and secondary sources, presenting findings, drawing conclusions and evaluating enquiry. It leads to investigations based on fieldwork and classroom activities. We have a variety of local area fieldwork opportunities in KS1 and then in KS2 children will explore further afield on school trips such as visiting London and Liverpool which will bring their studies of maps and places to life. This adds to the development of the children's British values and widens their knowledge of different cultures.

Children will learn to work as individuals, collaboratively, in pairs or groups and as members of teams. Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extended pieces. The scheme of work allows pupils to learn at a basic level and then revisit content but extend and apply their knowledge as they progress. As children revisit content, it allows retrieval and promotes long term learning rather than short term. We make links with other curriculum areas to enhance the learning and avoid any duplication.

Impact:

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school to prepare them to become competent geographers in secondary education.

In Early Years children are actively engaged in learning and their enjoyment of this learning will be apparent to all. Children will be able to fully appreciate and understand the world around them, experiencing and learning about different cultures and actively asking questions about the world around them. Children will be able to make links with their learning and develop their skills as they are able to use and apply these skills. Assessments are based on deliberate practice, and in early years we use comparative judgment in two ways: in tasks we set and observe and in comparing pupil's work over time to the expected outcomes taken from the EYFS Framework. Children will be successful learners and fully prepared for the next stage of their education as they transition from Foundation Stage to Year One.

Progression is measured and assessed over three, two year Milestones in KS1 and KS2. Milestone One in KS1, Milestone Two in Lower KS2 and Milestone Three in Upper KS2. Learning is a change to long term memory so it is impossible to see the impact in the short term, we use comparative

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judgements such as in the tasks we set (Proof of Progress tasks) and in comparing a pupils work over time. In addition, the class teacher, SLT and the subject leader use further assessment techniques:

- Summative assessment of pupil discussions about their learning.
- Images and videos of children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Lesson observations.

Policy Implementation and Review

This policy was reviewed by SLT, shared with staff and approved by governors. It will be reviewed annually as per the policy review cycle.