

# Geography Policy

## Geography Intent

At Baldwins Gate Primary School we aim to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We believe that at the core of teaching Geography is the ability to give pupils an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. This links to the scripture of children learning to love their 'neighbour as themselves' (based on Mark 12 v30-31)

We aim to facilitate pupils to become Geographers at an age-appropriate level through the use of enquiry. Our enquiries focus on people, places and processes progressively at a local, national and global level. Our pupils are taught about the importance of sustainability and how human actions and interactions make an impact locally, nationally and globally.

## Implementation

At Baldwins Gate Primary School, we follow the National Curriculum programmes of study for Geography and as part of the planning process, teachers ensure that:

- In the Early Years Foundation Stage (EYFS) our youngest pupils will learn Geography through both taught lessons and in their continuous provision under the 'Understanding of the World' strand of the curriculum. Pupils will learn Geography through playing, exploring, active learning, creating and thinking critically. There are many opportunities for cross curricular learning, such as linking Geography to Science.
- In years 1-6 units of work are blocked to allow children to focus on developing their knowledge and skills, studying each unit in depth.
- Learning is planned and structured to ensure current learning is linked to previous learning.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.
- Fieldwork forms an important part of our Geography curriculum with year groups undertaking planned fieldwork opportunities twice a year. We widely use our own school grounds and school locality, extending to a wider locality and wider U.K locality in KS2.

- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units of work as well as previous lessons.
- At the start of each unit of work pupils will review previous learning and will have the opportunity to 'Show me what you already know'. They will also undertake 'show me what you have learnt' activities at the end of the unit of work, to demonstrate their learning.
- A variety of teaching methods are used to cater for interests and abilities of all pupils in the class. For example: fieldwork, presentations, discussions and debates, role play and drama and educational visits.
- A language rich curriculum is promoted with key vocabulary for each unit of work displayed.
- Pupils are given a knowledge organiser at the start of each unit of work which details some key information and vocabulary. These are used to support pupils with their acquisition of knowledge and is used as a reference document.

### Geography Impact

The impact of this curriculum design will lead to pupils gaining a growing knowledge and understanding of their place in the world, how they interact with the world and the impact that they make around them. Our *Geography* curriculum will also lead children to be enthusiastic *Geography* learners, evidenced in a range of ways, including pupil voice and their work. Our pupils will have the ability to discuss their learning from past and current units of work, as well as explain their next steps. Children will therefore be expected to leave Baldwins Gate Primary School reaching at least age-related expectations for *Geography*.