

GEOGRAPHY CURRICULUM POLICY

Introduction

Geography is a subject packed with excitement. It explores the relationships between the world and its people, places and environments and the interactions between them. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It examines how people affect, manage and sustain their environment. Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

Geography Curriculum Intent, Implementation and Impact Overview

Curriculum Intent

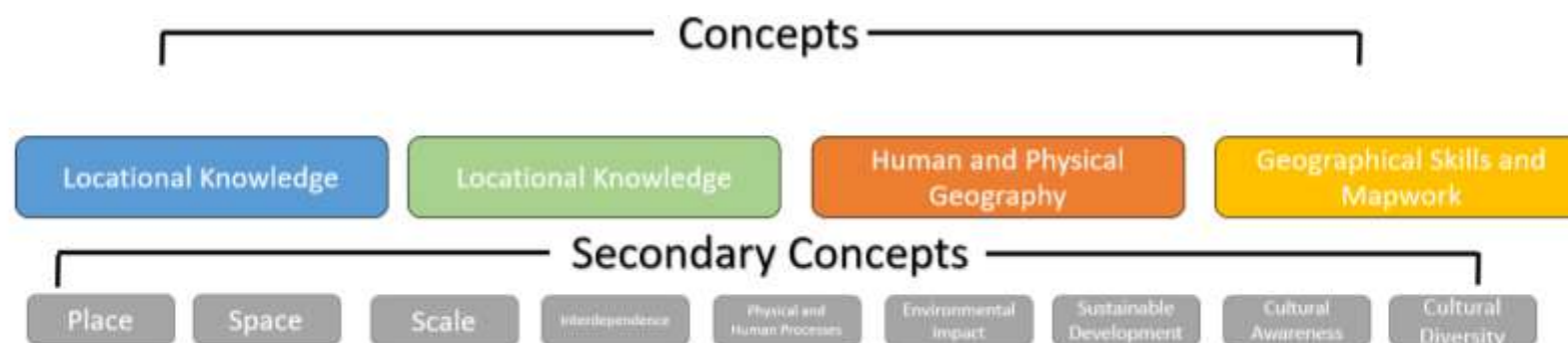
At Scawsby Junior Academy we are Geographers. We strongly believe that the teaching of geography gives children a sense of awe and wonder about the world in which they live, and that high quality geography teaching offers our children the foundations for a greater understanding and knowledge of the world, as well as their place in it. It is by engendering excitement, creativity and critical thinking about the world that equips our children to make their own way in the world. We believe that learning to think geographically is a uniquely powerful way of seeing the world.

Geography is, by nature, an investigative subject, which develops an understanding of knowledge, concepts and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our aim at Scawsby Junior Academy is to provide a rich and exciting Geography curriculum where the children will flourish through their pursuit of excellence. The curriculum challenges, inspires and motivates all children to be knowledgeable, curious and critical about our world and to recognise the importance of sustainable development for the future of humankind. We aim to give all children a deep understanding of their local area and an awareness of their responsibilities to be inspired to protect this and the wider environment. Through comparing our human and physical geography with other regions in the United Kingdom, Europe and the wider world, children will acquire critical thinking skills, local knowledge and pride in their community as well as respect and appreciation for varying cultures. Through drawing and interpreting maps, children will develop their creativity through the skills of research, investigation, analysis and problem-solving. Cross-curricular links to our English topics and rich, varied texts in Shared Reading will ensure that children know more and remember more.

Curriculum Implementation

























Our teaching and learning promotes a breadth and depth of knowledge and understanding of Geographical themes and concepts, through topics which link to National Curriculum guidance for Geography. Our Geography Curriculum focuses on the following concepts:



At Scawsby Junior Academy, we have chosen not to label these concepts as either substantive or disciplinary concepts as there does not seem to be an accepted view in the geography community as to whether subject specific concepts class as disciplinary concepts or whether disciplinary concepts refer specifically to those which are concerned with how expert practitioners work and think.

We provide geography teaching that builds upon prior learning; children are expected to remember the key content from their lessons. This can be achieved by breaking down learning into manageable chunks, and providing ample opportunities for retrieval practice, which strengthens their memories. A key element to our teaching is the building of fundamental geographical knowledge and concepts that can be added to and developed each year, increasing memory recall and retrieval skills. This allows our children to advance their rational thinking skills in addition to developing a sense of curiosity and excitement about geography.

Children at Scawsby Junior Academy are constantly exposed and immersed in developing their vocabulary acquisition. This key geographical language, increases children's knowledge and understanding of not only the specific matter they are currently studying, but of the world they live in. Geography in our school is about developing our children's ideas, philosophy and geographical thinking by allowing them to investigate and study the environment and world around them, regardless of their gender, ethnicity or ability which we achieve with a balanced and broad programme of study.

What does our planning include?	What approaches to Teaching and Learning do we use?	How do we provide feedback for children?																
<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Enquiry question</td><td>Knowledge organiser</td><td>Locational knowledge</td><td>Human features and processes</td><td>Physical features and processes</td><td>Fieldwork skills: observe, measure and present</td><td>Similarities and differences</td><td>Respond and communicate</td></tr></table>									Enquiry question	Knowledge organiser	Locational knowledge	Human features and processes	Physical features and processes	Fieldwork skills: observe, measure and present	Similarities and differences	Respond and communicate	<p>Based on Rosenshine’s principles:</p> <ol style="list-style-type: none">1. Knowledge organisers.2. Beginning lessons with a short review.3. Plan for deep, open-ended questions, linking to the enquiry questions.4. Keep pupils active and moving.5. Give clear and detailed explanations.6. Provide models and scaffold learning in steps.7. Check all pupils understand and can explain their learning.	<p>Feedback will be given following the school’s Feedback Policy:</p> <p>Verbal feedback is often most effective for children and will be indicated by a v in the child’s book. Work will be ticked when checked by the teacher.</p> <p>Key Vocabulary spellings will be checked.</p> <p>Questions are incorporated into lessons for deeper thinking.</p> <p>In order to challenge children further, occasionally a W (Wish Task) will be given to develop children’s understanding further or address a misconception.</p>
																		
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Pedagogy

The shared pedagogy of Geography is designed to allow a consistent approach to the delivery of Geography for all pupils across Key Stage 2. This is highlighted within the progression document for all staff and stakeholders to be aware of.

In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:				
Teaching Sequence in Geography. Every year group's unit of work should include:	(Geographical Enquiry) When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. Where is this place? What is it like? (And why?) How and why is it changing? How does this place compare with other places? How and why are places connected?	Possible pedagogical approaches used in Geography	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	(Locational Skills) Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.		Constructivism	Inquiry-based learning; outdoor learning
	(Vocabulary – human and physical features to be included) Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their knowledge organisers and knowledge walls within the classroom.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	(Application-outdoor learning) Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.		Liberationism	Pupil-led learning; opportunities to showcase learning
	Apply their knowledge from their topic to the world around them locally and globally. What could/should the world be like in the future? What can we do to influence change? <i>These connections can be made across other subject areas (history/PSCHE/science)</i>		Learning, working and talking like a Geographer	Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.

Organisation of Teaching

Geography at Scawsby Junior Academy is taught through discrete lessons. Geography knowledge, skills and attitudes are taught through a geographical focus that lasts across a full term. Each year group has a Geography focus each term.

Field Work

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds, staff must adhere to the DMB Risk Assessment procedures using Evolve. Any water activities or work near water requires at least 10 weeks notification and application prior to the visit. (See additional risk assessment policies for further information and clarification.)

Teaching Methods

Throughout the school, Geography lessons should begin with the teacher sharing the learning question and objectives of the lesson with the class, going over prior learning and end with a plenary session that summarises what has been learnt. We hope to use a variety of teaching methods at Scawsby Junior Academy, in order to suit as much as possible the abilities and interests of our pupils.

These include:

- * Use of story, including story telling
- * Discussions and debate
- * Questions and answers
- * Individual and group investigations
- * Television, radio, audio recording, video, film, internet and other computing resources
- * Role play and drama
- * Fieldwork, including visits to museums and historic sites

Reasonable Adjustments

As a curriculum leader in Geography, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Geography curriculum. SEND pupils are expected to access the same curriculum as others, but it might be that teaching methods need to be adapted. Breaking down the content into smaller chunks or components is one way of doing this. Approaches which benefit SEND children will also benefit the entire class. Within the curriculum area of Geography, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided if needed. Advice can be sought from the school's SENCO where applicable.

Links to other Subjects

To enable our children to meet the intentions of the Geography Curriculum, it is delivered through termly topics where other programmes of study connect within it. Geography can be incorporated within other curriculum areas such as Maths, PSHE, History and Science to enhance and develop skills further. At Scawsby Junior Academy, we use Geography to promote learning across many areas of the National Curriculum, including:

- The application of all basic skills (including Reading, Writing and Mathematics) within the Geography curriculum
- The use of computing both to find and present geographical data.
- Citizenship, through moral, social and cultural development.
- Developing language skills, through both reading and writing a variety of texts.
- Application of number, through geographical research and enquiry.
- Developing geographical knowledge when learning about past events in other places.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

Assessment

At Scawsby Junior Academy assessment in geography comprises of both formative and summative assessment.

Formative Assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgments about whether pupils have retained prior learning and are ready to move on

- **Prior Learn** – aning opportunity to check knowledge has been retained from previous years. Staff use the prior knowledge listed on the planning document to ensure children have retained knowledge from previous years. If not, this is recapped.
- **Flashback questions** – teaching sequence provides opportunities for children to revisit knowledge from previous lessons.

Summative Assessment

Each unit of work assesses children's understanding and retention of key knowledge using a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

- **The Big Questions** – introduced at the start of a unit and constantly referenced throughout the teaching sequence. Children refer back to this at the end of a unit or they may revisit the big question later in the year to check that the knowledge has been retained. They answer this 'big question' in a way that is appropriate so that they can demonstrate their knowledge. (For example, this may take the form of a mind map, a poster, an essay).

Impact of the Geography Curriculum

How do we evaluate the impact of Teaching and Learning?

Evaluating is at the heart of the **planning**, teaching and learning cycle. **Feedback** given during and after lessons helps children move forward with their learning and prior learning is **reviewed** at the beginning of lessons. This allows teachers to address misconceptions as they teach and **adapt** their teaching to their class's needs.

Over time, the impact of teaching and learning is evident from **pupils' books**, showing that misconceptions have been addressed and children know and understand more. Children should be able to **ask and answer questions** about what they have learnt and show an understanding of why this is an important thing to learn about. Lesson **observations** from the subject leader will show that teachers are following the curriculum and incorporating a range of effective teaching and learning strategies.

Leadership of Geography

The geography leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within geography;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;

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- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of geography at Scawsby Junior Academy

Responsibilities of the teacher

- Teachers will plan a variety of approaches to ensure there is continuity and progression;
- Planning will outline a clear curriculum knowledge driven objective;
- Provide the opportunity for children to ask and answer geographical questions as well as discussing topical issues;
- Allow groups to communicate their findings using a variety of ways including the use of computing;
- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate based on a geographical skill;
- To keep organised and on-going records of the progress of their cohort – Completed knowledge organisers are a good way of checking progress.
- be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Great British Values in Geography

At Scawsby Junior Academy we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision. This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

Democracy

The Geography curriculum enables children to learn more about the countries of the world, including their own. It is through these studies that children learn about democracy and the impact the decisions made by those in power have on specific places. This includes the human aspects of geography, such as the impact that a rising population has on our world and its resources. Furthermore, through our behaviour and manners, we show respect for democracy and the right of all our fellow peers to have their voices heard by encouraging everyone to feel confident in expressing their ideas and opinions.

Rules of Law

The Geography curriculum aims to provide children with a fascination of the world they live in and encourage children to be good, active citizens of Britain. Geography lessons support the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work.

Individual Liberty

Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities and river and coastal studies, children can see the effect that humans are having on our planet and can be empowered to make a change. During geography lessons, children are able to have a freedom of expression whilst respecting others during contributions to class discussions and are encouraged as much as possible to develop independent learning skills to help take control of their own learning.

Mutual respect and tolerance of those with different faiths and beliefs

The studies of their local areas encourage children to be proud of their culture and heritage and gain an understanding and mutual respect of the multi-cultural society in which they live. Through learning about different countries across the globe, the children are provided with the opportunity to develop their understanding, and therefore respect, of different cultures..

Spiritual, Moral, Social and Cultural Development in Geography

Geography focuses on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In Human geography lessons students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Students are encouraged to discuss and debate controversy outside the classroom. At times this is in a formal setting like educational visits or classroom debates, but also we expect the study of Geography to affect positively the way students live their daily lives. We encourage young people to enquire, consider and question in lessons and beyond.

Spiritual development

Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their own place in the world.

Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Moral development

Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social development

Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Social development of pupils is shown by their:

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Cultural development

By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity. Each class at King Edward Primary School will adopt a class country during key sporting events. This will help to develop the children's understanding of the wider world.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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Equal Opportunities

Geography follows the school's Equality Policy.

E-Safeguarding

The geography policy and scheme of work adheres to the whole school E-safeguarding Policy, when using Google images, Google Maps and other online research tools. This policy can be found in main school.

This policy is a live document, being constantly updated. Geography has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the Geography Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the Geography Subject Leader to maintain this.