



Salisbury Primary School

Geography Policy

Reviewed: July 2023

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Salisbury Primary School

1. Curriculum Statement

Intent

Understanding the world – Early Learning Goal

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

The **national curriculum** for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 1. Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 2. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 3. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The programmes of study involve our pupils at Salisbury exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales. What we intend pupils to learn in geography reflects this throughout the curriculum.

The aim is that pupils will have a desire to achieve the highest levels of success through providing them with opportunities to excel. Enquiries are sequenced to ensure that pupils can build on previous knowledge and understanding as they tackle more complex and

demanding enquiries. The complexity of the subject knowledge becomes progressively more challenging as pupils move throughout the school.

When teaching geography at Salisbury, we intend to provide a curriculum, which is inclusive of all pupils irrespective of specific learning needs. Pupils are provided with different learning environments and alternative learning activities, enabling them to become successful both in school and in their future working lives.

Implementation

At Salisbury, geography is taught from Early Years up to Year Six. In Early Years, the children experience a combination of adult led and child-initiated activities. Small group work is carried out which teaches, hooks and interests the children, followed by child-initiated activities, which enable children to demonstrate the knowledge they have gained. Children's understanding is deepened through a 'natural, independent, consistent, embedded' approach. Geography is led through the teaching of stories and songs, enabling children to explore different environments. The learning environment provides children with opportunities to further deepen this understanding in the role-play and small world areas.

In Key Stages 1 and 2, geography is taught as part of the connected curriculum. As a school we selected 3 key drivers to provide a steer for what we do:

- **Community;** At Salisbury we develop the pupils' understanding and sense of pride in the community, we encourage everyone to be proud of our school and positively promote our achievements. We want pupils to become positive and proactive members of not only the school but also the community we live in.
- **Knowledge of the world;** We support pupils in understanding the world around them on a local, national and international level so that they gain greater perception of the world and its complexities. Living in such a diverse community, we recognise that many families have strong links within the local area and other countries around the world.
- **Possibilities;** At Salisbury we want our pupils to open their minds to new possibilities so they can develop aspirational attitudes and understand how to achieve their goals. We aim to embed a lifelong interest of geography into the children, which they carry with them into secondary school and further. This deepened interest is something that potentially may influence their choice of career later in life.

Geography is taught exclusively, following the 'Connected Geography' scheme, for three half terms each academic year. An enquiry-based approach is used with lessons focused on an overall enquiry question, broken down into an ancillary question for each week. The curriculum provides pupils with a 'knowledge rich' approach to teaching and learning.

Progression statements show a clear progression map for geography across the school. It is clear to see how each geography theme builds up on the previous year and how skills are developed. Pupils' progress is reviewed at the end of each enquiry, identifying if the pupil is

working towards, working at expected or exceeding. The relevant statements are highlighted for each individual pupil.

Throughout the teaching of geography, cultural capital is continuously developed by providing our pupils with many experiences to enhance learning. It is also embedded within the main drivers of the curriculum; community, knowledge and possibilities. Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Pupils have the opportunity to learn about the area in which they live and compare this to another country in the world; learning about different cultures both within and outside of our community.

Impact

Each enquiry, which forms our programme of learning and teaching in geography, sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day-to-day observations, practical activities such as model making and role play/drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each geography topic, teacher assessment, based on evidence informs pupils' progress. Then at the end of the year, a summative judgement is made about the achievement of each pupil against the subject learning goals for geography in that year. A judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. Achievement against the learning goals for geography at the end of the year is used as the basis of reporting progress to parents.

2. Teaching and Learning

Geography is taught weekly over three half terms, each academic year. Each geography enquiry has an overarching enquiry question, broken down into an ancillary question for each week. This enquiry-based approach enables pupils to achieve higher order outcomes by interrogating information and applying skills from one context to another. The overarching enquiry questions relate to topics, places, themes and issues questions that are relevant to the present day. The key question enquiry structure adopts the approach of initially identifying where the pupils are in terms of their experience or knowledge of the focus of the enquiry. Pupils are then supported to complete a number of ancillary question investigations to progress their understanding.

3. Assessment

Pupils receive effective feedback throughout lessons and at the end of each unit of work. Teachers focus on techniques of questioning and observation to assess pupils' acquisition of knowledge and understanding and the development of their geographical skills. Teachers successfully adapt lessons to meet the learning needs of all pupils and ensure any misconceptions that may occur, are addressed within the lessons. Pupils are provided with opportunities to review their learning as they progress through the unit of work and at the end of a unit. At the end of each Geography enquiry unit, teachers assess pupils against the assessment criteria, using the range of sources of evidence that pupils have produced, to support their teacher assessment judgements.

Pupils are assessed as either working towards, expected or exceeding. Within each unit of work and the use of a range of ancillary questions that form the unit of study, there is scope for pupils of a higher ability to demonstrate their depth of knowledge and understanding.

To support accuracy in teacher assessment and the judgements made, moderation takes place across the school and between year groups regularly. We expect all pupils to work towards gaining the geographical knowledge and skills required, by the end of KS1 and KS2.

4. Planning & Resources

'Connected Geography' supports teachers in planning a geography topic. Each unit of work is mapped out across the half term, with one lesson taught each week. Usually each unit will consist of six key questions, where a unit covers more than six, the most appropriate ancillary questions will be planned for, professional judgement is required to ensure that the most relevant geography knowledge and skills are chosen. At the start of each unit a curriculum overview is created, this is displayed in the pupils' books. This curriculum overview shows the connected curriculum and ensures that the pupils can also see their learning journey.

When planning for each lesson, the key aspects of each lesson may need to be selected. It is vital that pupils gain geography skills, such as map work to provide them with relevant skills for the future. Planning includes high levels of geographical vocabulary so that pupils are able to become confident in talking about geography.

Across the school, classes are resourced well, to support learning. This includes; globes, maps, age appropriate atlases, digimaps (an online map and ordnance survey website), Connected Geography also provides high quality photographs, maps, tables linked to each ancillary question. Pupils have access to chromebooks which enables ICT to be incorporated into the lesson; online map work, research and inputting of data.

5. Organisation

The school has implemented a blocked curriculum approach to the teaching of geography. This ensures pupils are taught a full unit of work. We use the term geography rather than topic, which helps to raise the profile of the subject across school, ensuring pupils are clear on what geography is.

6. EYFS

In Early Years, geography, is carefully planned for and incorporated into the curriculum. This provides children with rich, learning opportunities. Children are provided with different opportunities to experience geography, which they thoroughly enjoy. It is taught through a combination of adult-led and child- initiated activities. The child's first experience of geography starts with them. They learn about themselves and the local area.

As children move into reception, they start to develop their knowledge, skills and language. Children develop the skills to draw simple maps and follow simple directions. They begin to look at other countries, making comparisons as well as looking at the weather. Children develop their geographical vocabulary and begin to ask questions. They develop their ability to express their own opinions about the weather and places that they like. They begin to learn about different geographical features of places.

7. KS1 and KS2

In KS1 and KS2 the 2014 National Curriculum defines what we teach in geography. Connected Geography, has been carefully selected as it seeks to identify the most relevant and meaningful aspects of the suggested subject content of the National Curriculum in geography to explore in depth. Each enquiry includes detailed subject content knowledge, as well as guidance on approaches to learning and teaching to adopt inside and outside of the classroom to achieve the best subject outcomes.

Key Stage 1

We challenge and support pupils to carry out a number of geographical investigations through the Connected Geography learning programme. This is to enable them to use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments.

Key Stage 2 (Years 3 and 4)

Learning and teaching builds on the geographical knowledge and understanding, skills and attitudes outcomes at Key Stage 1. Pupils make progress through being provided with opportunities to reach explanations and reach conclusions about topics, places and issues they have studied through the Connected Geography learning programme. Another important aspect of geography at Key Stage 2 (Years 3 and 4) is that our pupils begin to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or our connected to an issue or place.

Key Stage 2 (Years 5 and 6)

Connected Geography focuses on questions that extend the pupils' subject skills so that they are able to make judgements about things they learn both from their own personal perspective and through empathising with the position of others. Opportunities are provided for pupils to evaluate what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in geography, involve

pupils being able to apply what they have learned in one context to another. They also develop understanding of concepts for example, being aware of the fact that a seaside beach is only one example of how the land meets the sea and that 'coast' (a concept or generalised set of information) refers to anywhere where the land meets the sea which may be a beach but also could well be a cliff, port, estuary, mud flat or marsh. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake investigations which enable them to use and apply subject vocabulary and fieldwork skills to recognise, identify, describe, observe, reason, explain, reach conclusions and make judgements, evaluate, apply and hypothesise about the interaction of people with their environments.

8. Equal Opportunities and Inclusion

The school is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Our programme of study for geography is inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

9. Role of the Geography Lead/Team

The Geography lead/Team will:

- Work to raise the profile of geography at Salisbury through best practice.
- Ensure classroom environments are conducive to learning, through effective use of displays and accessibility and availability of resources
- Involve the school in 'celebrations' of geography.
- Monitor progression and continuity of geography throughout school through learning walks and regular monitoring of planning and outcomes of work in geography books.
- Ensure that all staff have access to year group enquiries and the relevant resources which accompany them.
- Organise, audit and purchase geography resources.
- Keep up to date on current developments in geography education and disseminate information to colleagues.
- Ensure that all staff have access to professional development including observations of outstanding practice in the subject.

10. Parental Involvement/Home Links

At Salisbury we recognise that parents and carers have a valuable role to play in supporting their child's geographical learning.

- An overview of the connected curriculum is readily available on the website.
- Progress in geography is communicated in written school reports.
- Informing parents of what their child is learning in geography is sent home.

To be reviewed July 2025