



Respectful, Responsible, Resilient Learners.

## **Geography Policy**

**Policy Updated: June 2024**

**Next review: June 2026**

### **Intent**

At Abingdon Primary School, we aim for a high-quality geography curriculum which will inspire in pupils a passionate curiosity about the world and its people. Our teaching equips pupils with life-long knowledge about environments in nearby and faraway places. We explore the world on our doorstep, the physical and human processes affecting us and others and we examine our use of vital landscapes.

We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

Abingdon children will love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but with the use of investigative fieldwork and educational visits.

### **Implementation**

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of our topics through high quality texts, focusing on knowledge and skills stated in the National Curriculum. Our children will have a strong body of world facts alongside an ability to use geographical skills. To do this, at Abingdon, we ensure that geography has the same importance given to it as the core subjects, as we feel this enables all children to gain 'reallife' experiences. For example, we take time to analyse maps of the children's local area in Key Stage 1. In Lower Key Stage 2, we build on these experiences by learning the names of continents and oceans and comparing the similarities and differences in environments. In Upper Key Stage 2, our world continues to grow as we debate world issues on plastic pollution.

### **Planning:**

The progression map sets out the geographical knowledge including subject specific vocabulary which is to be taught throughout each year group and ensures that the requirements of the National Curriculum are fully met. This is monitored by the geography

subject lead. Specific teaching cycles for mixed age classes has been planned and communicated by phase leaders. This is also monitored by the geography lead to ensure full coverage is met. The progression grid also outlines the progression of skills across the year groups.

### **Impact**

The impact and measure of this is to ensure that children at Abingdon are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want our children to have thoroughly enjoyed studying geography, therefore encouraging them to undertake new life experiences now and in the future.

### **Role of the subject leader:**

The subject leader has the responsibility to take a lead in developing geography further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and identified in performance management and induction programmes.

### **How the subject is monitored and evaluated:**

All teachers are responsible for monitoring standards but the subject leader, under the direction of the head teacher, takes a lead in this.

Monitoring activities are continuous and fall in with the subject co-ordinator's action plan. In summary these are: The subject leader to analyse teachers' medium term planning to monitor the coverage and balance of the curriculum planned. Monitor geography learnt – by interviewing pupils, looking at samples of work and/or by observing lessons. Staff meetings held to feed back to staff the results of the monitoring process and to decide on improvements needed in the teaching of geography. To maintain a good knowledge of geography through research and CPD.

### **SEND and Inclusion**

Using the SEND code of Practice, Local and National guidance to inform our curriculum structure, our curriculum enables personalisation and equitable delivery of learning for all children regardless of need.