

Eccleston Mere Primary School

Geography Policy



Approved by: V.Atherton / R Mugan

Last reviewed on: January 2020

**Next review due
by:** January 2023

Curriculum Vision Statement:

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school.

Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

We aim to:

- Promote a love of learning.
- Offer memorable learning experiences that are fun and engaging.
- Develop independence, resilience and confidence within our pupils.
- To tailor our curriculum to make use of our locality, taking pride in the achievements of St. Helens and the landscape that surrounds us.
- Enable children to be creative and think differently.
- Prepare citizens who are ready to take on the challenges of the 21st Century.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.

Subject Specific Vision / Intent Statement

At Eccleston Mere, our Geography curriculum has been designed to engage, challenge and progress children's geographical skills, contextual knowledge and to increase their understanding as they move through the school. It provides opportunities for developing cultural awareness, understanding and resolving issues about the environment and recognising the importance of sustainable development. It can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and their surroundings. By encouraging opportunities for reflection and comparisons, it allows children to relate to what their learning about, linking it to their own lives, environment and familiarities.

Effective teaching in EYFS / KS1 / KS2:

By following the planning and ensuring that lessons are interactive and enjoyable, children will be more engaged and hopefully progression will increase. Effective teaching will include a variety of teaching strategies and approaches, including collaborative learning and taking opportunities for visits out of school and cross-curricular links.

EYFS

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (NC)

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. (NC)

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. (NC)

How work is evidenced:

EYFS

Work will be evidenced through detailed observations which contain recordings made by staff of children's responses to questions and work recorded in portfolios and books.

KS1 and KS2

In both KS1 and KS2, work will be evidenced in a variety of ways.

- Written into books.
- Opportunities for cross-curricular writing.
- Practical work will be photographed when necessary.

Assessment:

During Geography lessons, opportunities for formative assessment will be necessary - differentiating questions and receiving feedback. Summative assessment is completed through Foundation Assessment grids, with a grade (WTS/ EXS/ GDS) attributed to each child for each element to be assessed. Children are assessed through written work, observation and discussion.

Marking and Feedback:

Marking and verbal feedback will be carried out each week. Marking will be in line with the marking policy.

SMSC / Cultural Capital / British Values:

- Trips out in to the community.
- Field work
- Considering the impact of wealth on availability and how we can look after the environment.
- Considering how each country is different – also including food, lifestyle, time zones etc.
- Reflection time.

Learning Environment:

A Geography display specific to your topic should be displayed in your classroom. It would be beneficial if it would include 'key vocabulary' and 'sticky knowledge'. If possible, these displays could be moved to corridors or to another space in your classroom when moving onto your next topic or alternate subject.