



INTENT:

At Merton Bank, we ensure that all children are provided with the opportunity to reach their full potential, within a positive and nurturing environment. Through an engaging and challenging geography curriculum we aim to encourage children to become motivated and resilient learners who are never less than their best. The children undertake a broad and balanced programme of study that takes account of abilities, aptitudes and physical, emotional and intellectual development.

This policy reflects Merton Bank Primary School's values and philosophy in relation to the teaching and learning of geography. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. Through geography the children learn and develop a range of skills, concepts, attitudes and methods of working.

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

IMPLEMENTATION:

The before mentioned aims are always considered closely during the planning process for geography across school. At Merton Bank we use the Collins Primary Connected Geography scheme. Teachers plan from a long-term overview, which provides focused, enquiry-based skills questions related to a particular area of geography. When exploring these questions, teachers plan meaningful learning experiences carefully based around age related geography objectives and ancillary questions which correspond to the four strands of learning; locational knowledge, place knowledge, human and physical geography and geographical skills and field work.

Geography knowledge and skills will often be taught in a cross-curricular context, enabling children to make links between their skills, knowledge and understanding across a range of subjects. Knowledge Organisers will be stuck in books for the children to refer to throughout each topic. The activities planned for in geography build upon the prior learning of the children. We provide children of all abilities the opportunity to develop their skills, knowledge and understanding, thereby ensuring continuity and progression as they move up through the school. SEND children will access their current year group objectives where appropriate but, on occasion, may be taught prior objectives from a previous year group in order to ensure a secure foundation of knowledge and understanding.

At Merton Bank, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going and responsive to ensure progress is made by all. It is not anticipated that every learning outcome will be assessed in every enquiry but it is recommended that teachers select a sample of outcomes to assess in each enquiry to build up a developing picture of how the pupil is progressing as a young geographer. The focus should be on whether the pupil has shown that they have been able to,

for example, identify; describe; compare and contrast; explain; make a judgement or evaluate and record. Feedback is provided to children in a timely fashion and work is marked in accordance with the school's marking policy; this affords children the opportunity to engage in meaningful dialogue with their teacher about their learning.

The role of the geography subject leader is to monitor and support colleagues in the teaching of geography; in order to do so they must be informed about current developments in the subject and provide strategic lead and direction for the subject across school.

Monitoring takes place regularly through bi-annual book scrutinies and lesson observations undertaken by the subject leader. Feedback is given to relevant staff members in a timely and constructive fashion in order to continually improve the teaching of geography at Merton Bank. Furthermore, pupil and staff voice are also taken into consideration via informal bi-annual interviews which enable the subject leader to gain further insight into the impact and quality of geography teaching across school.

The subject leader must continually ensure that challenging, quality teaching and learning opportunities (in line with national curriculum requirements) are being provided in a geographical context across school and in wider school life.

Early Years

Geography is taught in nursery and reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the new Early Years framework which underpins the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils investigate their local area and contrasting areas in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs. We challenge and support our children to carry out a number of geographical investigations through the Connected Geography learning programme which enables 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

Through years 3 and 4 in geography, learning and teaching builds on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations. Pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. Our children develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. We challenge and support our children to undertake geographical investigations from Connected Geography which enables them to use and apply appropriate and increasingly specialised subject vocabulary, subject tools (such as satellite imagery and GIS) and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments.

Through years 5 and 6 we focus on topics and big questions that extend the children's 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. In addition, opportunities are provided for the children 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 also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they learned and understood. We challenge and support our pupils to undertake Connected Geography investigations which enable them to use and apply specialised subject vocabulary, subject tools (such as GIS) 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.

IMPACT:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study, taken from the national curriculum. The ongoing use of formative assessment strategies will inform the teacher's planning and will identify any gaps in knowledge.

Through the teaching of the Geography curriculum, pupils at Merton Bank Primary School are enabled 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.

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Nurturing a Love For Learning