



Jarrow Cross Church of England Primary School

GEOGRAPHY POLICY

Mission Statement:

Thessalonians 5.11 "Encourage one another and build each other up."

Jarrow Cross Church of England Primary School provides a caring, Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.

Introduction:

At Jarrow Cross Church of England Primary School, we understand the curriculum to be all of the learning and other experiences that we plan for our pupils. We aim to make a broad, balanced, inclusive, creative and progressive curriculum that will allow our pupils to achieve their full potential and prepare them for life after primary school.

Intent:

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live. Geography explores the relationship between our Earth and its people through the study of place, space and environment. Geography at Jarrow Cross is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the wider world.

It is our intent that our children are curious about the world around them, the wider world and its people. At Jarrow Cross, we believe that a high-quality Geography education will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Children are encouraged to ask questions and seek solutions to enhance their understanding of their own role in creating a sustainable world based on respect and tolerance. Children will learn what it means to be a positive citizen in a multicultural country. As geographers, they are able to develop their substantive knowledge of significant places and locations, locally, nationally and



globally. Pupils will understand how physical and human geographical features develop and change over time and within locations. They will be equipped with the disciplinary knowledge and skills to be enable them to collect, interpret and communicate geographical information.

Aims:

The aims of Geography at Jarrow Cross Church of England Primary School are to:

- Inspire in children a curiosity about the world and its people;
- Develop contextual knowledge of the location of globally significant places;
- Encourage children to ask questions and propose solutions ;
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes;
- Be competent in using the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through fieldwork experiences
 - Interpret a range of sources of geographical information, including maps, plans and aerial photographs.
- Foster a sense of responsibility for the earth and its resources.

Through Geography we can also:

- Develop pupils' critical thinking and analytical skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;
- Develop pupils as active and positive citizens;
- Encourage collaboration and co-operation between children;
- Improve pupils' skills in English, Mathematics and ICT;
- Deepen children's ability to understand and empathise with humans across the globe.

Objectives:

Statutory requirements for the teaching and learning of Geography are outlined in the National Curriculum Geography Programmes of Study (September 2013) for Key Stage One and Key Stage Two. The Early Years Foundation Stage Statutory Framework (updated September 2023) lays out the expectations for developing children's Understanding the World for our children in Reception.



This is detailed further in the non-statutory curriculum guidance Development Matters.

Implementation:

Teachers create a positive attitude towards Geography learning. It is taught as a discrete subject in Key Stage One and Key Stage Two using Kapow Primary to support planning, resourcing, subject knowledge and teacher workload. Teachers also make geographical links, where appropriate, to historical study. Staff in EYFS provide geographical opportunities through both adult-led learning and continuous provision activities.

Geography at Jarrow Cross provides children with learning opportunities that reflect the breadth and balance of the ambitious curriculum outlined in the National Curriculum and EYFS, as well as repetition and retrieval practice to secure geographical knowledge and skills. Questioning is used as a tool to assess childrens' understanding, to address misconceptions and to stretch and challenge. A range of teaching approaches are utilised to engage all learners. Teachers have high expectations for all learners and will use adaptive teaching to ensure all children are able to demonstrate their understanding. Opportunities for deeper learning are also provided.

Enquiry questions are used as the basis for each unit of work and provide a real-life context for the learning. The questions allow children to begin to consider and make judgements about the world around them.

Opportunities for learning outside the classroom are embedded in the curriculum. Children are given the opportunity to undertake purposeful fieldwork and will experiment with communicating their findings in a variety of ways. We use the school grounds, the park, a river and other parts of the local area wherever possible to give further meaning and local context to the children's use of their geographical skills.

Time allocation:

Class teachers and the Geography coordinator endeavour to ensure that the subject is adequately represented in terms of the overall timetable in each class. There are also regular whole school enquiries carried out in each academic



year and particular attention is given to Geography fieldwork during the Geographical Association's Festival of Fieldwork in June.

Organisation:

The Geography curriculum is delivered using the National Curriculum and EYFS alongside our creative curriculum plans to ensure depth of coverage of learning objectives. Long term and medium term planning feed into weekly plans that bring the subject to life. Planning identifies the use of support from TAs, and any other specialist support, and includes daily feedback on any activities undertaken. Teachers will identify any adaptive teaching required and reflect upon needs and outcomes. A comprehensive progression of knowledge and skills details the expectation for each year group, which includes:

- geographical enquiry
- geographical skills and fieldwork
- locational knowledge
- place knowledge
- human and physical
- sustainability.

All EYFS, KS1 and KS2, pupils are given the opportunity to develop a variety of skills through Geography. A proportion of the work undertaken by the children will have an enquiry approach with opportunities to take part in creative, practical, problem solving and fieldwork activities.

The following are just some of the skills that are developed across all key stages:

- Observing
- Defining
- Identifying
- Explaining
- Evaluating
- Recording and representing
- Interpreting
- Describing
- Collecting
- Comparing
- Investigating

**Fieldwork:**

At Jarrow Cross we aim to provide a means of exploring, appreciating and understanding places through fieldwork and practical activities. Fieldwork is a vital ingredient of the Geography Curriculum, therefore children are provided with many opportunities to develop their knowledge and skills through both the use of real-life resources, such as maps, and within the outside environment. Teachers are encouraged to utilise the school grounds, local community and further afield to conduct high quality geographical fieldwork. Children are supported to think like a geographer engaging in authentic and empowering activities which are memorable and meaningful. Fieldwork also supports the development of communication, collaboration and curiosity, whilst promoting children being active when learning. Planning for educational visits follows current guidelines and school policy, including appropriate risk assessment.

Impact**Assessment:**

The assessment of Geography follows school assessment procedures. We use formative assessment to measure the impact of our Geography curriculum, which is recorded and monitored on a tracking system. Evidence of learning and experiences can be found in books and through conversations with our children. The Geography lead monitors the teaching, learning and evidence of the subject through book and planning scrutinies, alongside observations of lessons and conversations with the staff team. Our knowledge organisers, ongoing retrieval powerpoints and many other activities and strategies are used to revisit and recap prior learning, and to assess retained facts.

Use of ICT:

Our pupils are given the opportunity to use ICT and apply their skills to support and enhance their work, including through the use of Geographical Information Systems (GIS) and Digimaps. All pupils and staff follow guidelines set out in the E-safety policy.

Inclusion:

We aim to provide for all children so that they achieve their potential in Geography according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. We aim to secure for all children in our school a broad, balanced, inclusive, creative and progressive education. This is the right of all children irrespective



of social background, culture, race, gender, ability or disability. Our school is a welcoming school where all children are encouraged to explore and discover the wonders of learning. All children are entitled to access the Geography curriculum at a level appropriate to their needs. Teachers use a range of strategies and scaffolds to teach, record and assess each individual child's knowledge and understanding.

This policy will be reviewed every three years as part of our policy cycle.
Presented to Governors September 2024.

Date to be reviewed: September 2027