



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

Geography Policy

Maximum Effort for Maximum Achievement

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography. We use the National Curriculum and the statutory requirements to plan progressive Geography across the curriculum. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography subject leader.

Intent

At Buttsbury Junior School the intent of our Geography curriculum is to allow children the opportunity to learn about the wider world and its human and physical processes through a range of engaging, creative and ambitious lessons, including the development of field study skills. It is important for children to have strong geographical knowledge which they can develop and apply to their local surroundings and beyond.

Implementation

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Geography include: Locational Knowledge, Place Knowledge, Human and Physical Features, Geographical Skills and Fieldwork.

At Buttsbury Junior school, Geography lessons may include:

- Development and application of map skills
- Making comparisons between the landscapes of our local area, surrounding areas and the rest of the world
- Looking at case studies
- Teaching of how to use an atlas and globe independently
- Understanding physical geography and the impact it has on human geography
- Learning about our local area
- An awareness of continents, key countries and capital cities from across the world - being able to locate the Northern and Southern Hemisphere

Impact

Our curriculum encourages a chance for children to be inquisitive and enthusiastic about the world around them. By learning about the wider world, along with their local area, the children are given the chance to expand their geographical knowledge and understanding of both human and physical processes.

With a range of skills that they can build on throughout their primary school education, our Geography curriculum ensures that the children can apply what they have learnt to the next stage in their learning.

We teach Geography to

- Fire pupils' curiosity about the geography of Britain and the wider world.
- Help students develop an understanding of the physical and human world around them.
- Develop a wider range of skills and abilities particularly those related to locational understanding and fieldwork skills.

Through Geography we can also

- Develop pupils' critical thinking skills.
- Promote pupils' awareness and understanding of the British values and SMSC.

- Develop an understanding of the world we live in today and how it is influenced by humans and nature.

When teaching Geography, we

- Always explain what we want pupils to know, understand and be able to do through the geography they are about to do;
- Use open, higher order, questions to deepen children's thinking;
- Vary the resources and activities to ensure pupils are actively learning, researching and investigating.
- Use starters and plenaries to ensure pupils are engaged and have opportunities to reflect on their own learning and progress.
- Use Brain Busters to reinforce key knowledge, that will be committed to a pupil's long-term memory.
- Deepen knowledge and understanding through the use of Bloom's Taxonomy after a Cross-curricular writing task.

To assess pupils' progress in Geography we

- Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them and evaluating any written work they produce.
- Make twice yearly and end of Key Stage judgements using the national curriculum statements.

In our curriculum Geography is taught:

- As a discrete subject but links are made with other subjects, where appropriate and meaningful (History, Science, Literacy, Art and DT.)

To teach Geography we use a range of resources:

Maps, globes, texts, ICT, photographs, pictures, visiting workshops and individual experts.

Collecting evidence about the teaching of Geography through

- Monitoring of lessons, including deep dives;
- Review of planning;
- Work scrutiny;
- Progression activities with selected children;
- Analysis of attainment and progress, twice a year.

Mastery

Effective mastery in Geography enables children to be able to make comparisons, showing their understanding of geographical similarities and differences through the study of the human and physical world.

Higher order questioning during lessons ensures that pupils can reflect on prior knowledge so they have the opportunity to apply their understanding between the units of study.

The use of high-quality resources such as GIS, atlases, Ordnance Survey maps and photos are used to stimulate curiosity and deep thinking ideas so that all children can access mastery activities. Children will be given opportunities to apply their knowledge through decision-making activities e.g. in the creation of maps, understanding viewpoints and justifying decisions.

Children ask their own deep-thinking questions and are given time to contribute to peer discussions and debates taking into consideration factors such as spatial, economic, environmental and social implications.

As a result of this, pupils will have a deep understanding of the world around them.

Monitoring and Review

Policy Date: Summer 2023

Review Date: Summer 2026