



Katherine Semar Schools

# **GEOGRAPHY POLICY**

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Last review:	November 2023 Beth Andrews & Richard Weller
Next review due:	November 2024

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Katherine Semar Schools  
**GEOGRAPHY POLICY**

### **INSPIRE CURRICULUM**

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

### **OUR AIMS IN GEOGRAPHY – What do we want to do?**

At Katherine Semar Schools, Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

In-line with the National Curriculum 2014 we aim to ensure pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed 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.

### **OUR IMPLEMENTATION – How will we achieve our aims?**

#### **Geography long term plan**

- Each year group will teach the areas of Geography identified in the school's long term plan to ensure coverage of statutory knowledge and skills.
- The school's Geography progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.
- Each of the world's continents will be explored in greater depth by identified year groups across the school.

### **Cross-curricular learning and real world contexts.**

- Wherever possible, a cross-curricular approach will be taken to the teaching of geography. Lessons will often be linked to children's learning in English, Maths, Science, History, PSHE or RE.
- We understand that the human and physical geography of our world is constantly changing and wherever possible, real time issues and topics will be explored throughout our Geography curriculum.

### **Topic launch and land**

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

### **Fieldwork**

- We understand, through analysis of relevant research, that fieldwork is an essential element of an outstanding geography curriculum and therefore ensure it is a high priority for all learners.
- Fieldwork is carried out in every year group across the school and the skills progression ensures children gradually build their fieldwork skills over their time at Katherine Semar.

### **Learning about our local area**

- Our INSPIRE curriculum has been designed to be relevant for our children and as a result, our local geography is central to our geography curriculum. Children in all key stages undertake an extended unit of work based on exploring our local geography.

### **A whole school commitment to Geography**

- Geography is a highly valued aspect of our school curriculum and permeates all aspects of our school community.
- For example, children draw on, and develop their Geographical knowledge and skills in weekly assemblies where links are made to music, religions, stories and the children's own trips and experiences.
- Geography also plays a strong role in our curriculum celebration weeks, for example our Olympic Week and our Art Week, where children draw upon and further develop their Geographical skills and understanding in whole school project weeks.

### **Challenge and Support for all Learners**

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **Assessment**

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

## **OUR MONITORING – How will we monitor the effectiveness of our Geography policy?**

At Katherine Semar we believe that the most effective way to monitor the impact of our Geography policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in Geography:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Pupil Conferences**

- Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of English at our school and their feedback actively informs subject development through our curriculum action plan.