



Statement of Practice for Geography

INTENT

Place of Geography in the Curriculum

At St Matthew's, Geography is taught in line with the National Curriculum. It plays a key part in embedding our school values of love, faith, hope, honesty and justice and also helps embed the fundamental British values; particularly that of mutual respect and tolerance of those with different cultures. It is our intent that Geography seeks to inspire in children a curiosity and fascination about the world as well as promote their interest and understanding of diverse places, people and environments. We believe that Geography is an exciting, relevant subject and our aim is that children will leave our school with a range of happy and rich memories formed through exciting experiences that will enable them to pursue a love of this subject.

Planning

As children enter the school in Reception, their first experiences of Geography come through the teaching of the specific area Understanding the World, which is within the Early Years Foundation Stage Framework. Through carefully planned teaching inputs, fieldwork and continuous provision activities children will learn about their immediate locality, familiar features and the weather, as well as encountering distant places through topic based learning and stories.

In KS1 and KS2, Geography is taught through the four key areas of the National Curriculum: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

These four areas are taught within units. The units have been carefully chosen to spark children's interest and broaden children's understanding of the world. Educational resources such as Digimaps and PlanBee are used to support the planning and teaching of Geography units.

Medium term plans provide further detail on each unit of work, including the sequence of teaching through a unit and the objectives that need to be covered. Medium-term plans are being expanded to include further detail on the content of each session and will be updated as this is completed for each unit.

IMPLEMENTATION

Timetabling/unit planning

Children are taught three Geography topics across the year based on the areas outlined in the National Curriculum. The suggested number of sessions for each unit is outlined on the medium term plan. The medium term plan also states any opportunities for the content to be covered in cross-curricular subjects.

Teaching and learning

Prior to starting a topic, key knowledge that the children will learn is presented in a knowledge organiser. Children have the opportunity to see the content and vocabulary before starting a unit of work. This enables children to continually revisit the knowledge organiser and monitor their own progress and learning.

A key aspect of developing children's geographical understanding is through the use of high quality resources including atlases, physical maps, digital maps and globes. We also encourage children to create their own maps and develop their locational knowledge and fieldwork skills through educational trips and outdoor experiences. Where possible, the skills are linked to current geographical issues. Class teachers will also use *Digimaps* as a resource to teach and enhance the fieldwork element of Geography.

Recording of children's work

In Geography, there is not an expectation that every lesson has a written response by children but the majority of lessons should be evidenced in some way. In EYFS, evidence of children's work is recorded in their individual learning journals and from year one to six, children have individual topic books. At St Matthew's, we feel that fieldwork is an integral part of good Geography teaching and wherever possible we provide opportunities to experience learning outside of the classroom. Evidence of this is often recorded through photographs which can be saved on the school system.

Checking for understanding to support teaching and learning

Teachers use the objectives to assess children at the end of each lesson. Assessment techniques may include quizzes, observations of pupils at work, questioning, pupil's discussions, pupil's written work, pictorial or graphical work and structured worksheets.

Inclusion

All children are entitled to access the Geography curriculum at a level appropriate to their needs. Teachers use a range of teaching strategies and independent activities are well adapted to ensure all children make the greatest possible progress. There are a variety of ways to record learning in Geography, so ability in reading and writing is not always a barrier. The school makes full use of additional adults who are deployed effectively to ensure that identified children who may need extra support are able to fulfil their potential. At St Matthew's, we celebrate all of our children and staff's cultural backgrounds and we aim to integrate this wherever possible within our Geography curriculum.

Supporting Teaching Knowledge

Continuous Professional Development (CPD) is provided for staff to ensure everyone has the correct subject knowledge to deliver a quality curriculum to the children. The school will ensure that staff are able to attend the relevant CPD and will, where possible, arrange for them to visit other schools, speak to specialists and have time to practice the skills before teaching them. Staff are encouraged to identify any areas they feel they need support with.

Resources and Budgets

Resources are reviewed annually and replaced and purchased as and when they are needed so that children have appropriate and good quality equipment and other resources to support their learning.

IMPACT

Assessment

At the end of each unit of work, the teacher makes an informed judgement about the work of each child if they are working towards or have met the expected standard. The teacher uses these assessments to make an overall end of year judgement. Assessments are recorded for each child on an online software package called INSIGHT.