



Barley Fields

Primary School

Geography Curriculum Policy

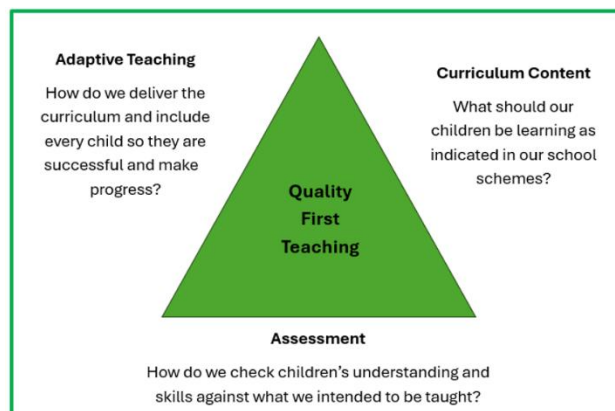
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Prepared by:	C Taylor / Geography Team
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1. Curriculum Statement

At Barley Fields Primary we have designed our Geography curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for geography is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.



Intent: This is what we want for our children

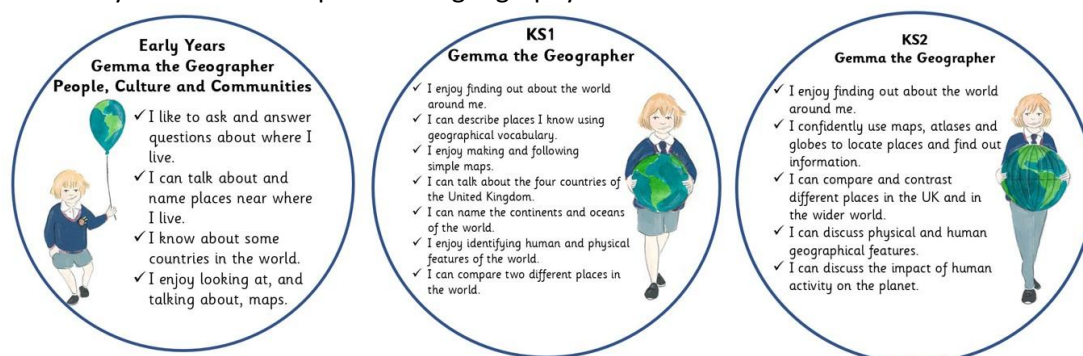
At Barley Fields Primary our Geography curriculum is designed to foster children's curiosity and deepen their understanding and appreciation of the world both in their immediate environment (the school), locally and further afield. Children will have opportunities to explore both the physical and human features of the earth and develop their locational knowledge and understanding.

Our intention is to empower children to become informed global citizens by nurturing the skills they need to face and improve the rapidly changing environment around them, to recognise the importance of sustainability and care for the planet. We ensure through fieldwork, that children use their geographical skills to investigate a range of places – both in Britain and abroad - to help develop their knowledge and understanding of our world. We are committed to providing children with opportunities to investigate and make enquiries about our local area of Teesside so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

Our intention is to develop a curiosity and fascination with Geography at a time when it has never been so relevant. As a Gold Rights Respecting School our ultimate aim is for our children to leave Barley Fields empowered with the awareness of local, national and global ecological issues and provide them with the necessary knowledge and skills to understand and appreciate diversity, make a positive change and be environmental stewards of the future.

We are proud to offer a curriculum informed by the latest research that undergoes constant reviews and updates to ensure its relevance and effectiveness. We are committed to offering our children a computing curriculum that prepares them for their future.

Our children are taught to understand the core skills needed to work effectively as a Geographer with the use of our bespoke curriculum character – Gemma the Geographer. This character is used regularly to demonstrate the end points for each key stage, in an accessible, child-friendly way. This character is regularly used to encourage children to reflect on the key skills and concept areas of geography.



2. Roles and Responsibilities

The Geography leads are responsible for:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the Geography curriculum.
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in Geography and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their Geography teaching and give support where appropriate
- Ensure that Geography maintains a strong profile within the school, through displays etc
- Keep a floorbook for Geography that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work

Teachers are responsible for:

- Planning and delivering the Geography curriculum in line with the school long term and medium-term schemes of work.
- Delivering high quality and interactive teaching which facilitates progress.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of Geography teaching and learning within the Interactive Floor Book for the year group

3. Teaching Pedagogy and curriculum

Our children follow a carefully structured, ambitious and engaging curriculum designed to ensure children know more, remember more and can do more as they progress through our school. The curriculum is built around four strands.

- Geographical Skills and Fieldwork
- Place Knowledge
- Locational Knowledge
- Human and Physical Geography

The Geography curriculum has been designed using content from the national curriculum and includes themes selected to inspire, challenge and engage children. It is taught in blocks to ensure comprehensive coverage and meaningful engagement for children. Detailed schemes of learning support teaching, ensure continuity and carefully plan for progression and depth. These plans are underpinned with an appropriate teaching pedagogy for effective quality first teaching allowing for our school-wide best practice of adaptive teaching. Hands on experiences, field trips, investigations and enquiries are integral to our approach and learning is enhanced through a variety of resources available, including digi-maps, Google Earth, globes, floor maps, Enrich orienteering and the use of iPads.

We use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching methods and adaptive teaching combined with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer children the opportunity to use a variety of data, such as maps, statistics, graphs,

pictures, video and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning.

The children take part in role-play and discussions, and they present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They make outside visits and engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem.

The teaching pedagogy should be:

- Highly kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

4. Curriculum Progression

Early Years Foundation Stage

In the nursery and reception classes geography is taught as an integral part of topic work covered in the EYFS setting. In the EYFS geography is about the children having the opportunities to find out and learn about the world they live in. The geography side of the children's work is related to the understanding of the world objectives set out in the EYFS curriculum.

Key Stage 1

In Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there and developing an awareness of the wider world through cross-curricular topics.

Key Stage 2

At key stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world through cross-curricular topics.

5. Assessment

Assessment forms an integral part of teaching and learning in geography. This is done formatively as part of the adaptive teaching model used in school; observing children working, listening to their responses to questions and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in geography both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group and age-related expectations using the SONAR system. Summative assessments are reported on SONAR annually for whole school analysis and tracking of pupil progress.

6. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The geography curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

1. Resourcing

Our school has a wide range of resources to support the teaching of Geography. All resources are allocated to Key Stages and some specialised equipment are kept in the design and technology store located in UKS2. Each topic taught is well resourced and staff should inform the subject leader when resources are low and need replenishing to ensure the subject can be taught appropriately at all times. We use external visits to the locality and the wider local area to enrich and bring our geography curriculum to life.

2. Monitoring and Evaluation

3. The monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of subject team. To monitor and evaluate the curriculum provision and outcomes in geography the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in geography, co-planning, team teaching, observing and giving feedback
- Monitoring the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on Science resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discusses regularly with the Head the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for Geography.

7. Health and Safety

- Safe practices in the field and how to achieve them.
- How to use equipment in accordance with the health and safety guidelines.
- To behave considerably and responsibly, showing respect for other people and their environment whilst on trips outside the classroom.

8. Policy Monitoring and Review

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the geography team.