



Inspiring All to Excellence



Anker Moor Primary Academy

Geography Policy

Document Control

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Rationale/ Principles

It is the aim of Ankermoor Primary Academy to equip pupils with the 'cultural capital' they need to succeed both today and in their future. We believe that our Geography curriculum should be:

- A mastery of subject-specific Geography knowledge.
- Founded on developing knowledge, skills and understanding (KSU).
- Knowledge focused. Skills are the by-product of the knowledge, not its purpose. 'Invaluable knowledge' forms the content of our curriculum.
- Inspiring so pupils are engaged and passionate about physical and human geography.
- Memorable and sensitive to the local context; abounding with real-life experiences.
- Coherent, well-sequenced and progressive through and across key stages and year groups, building on children's prior learning.
- Challenging, flexible, inclusive and responsive to all learner's needs.

Our curriculum is based on the principles that:

- Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.
- Progress means knowing more and remembering more.
- Knowledge is generative or 'sticky'.
- Vocabulary is imperative to academic success and so the children must be exposed to a broad and repetitive vocabulary bank.

Intent

At Ankermoor Primary Academy, we intend to build a Geography curriculum that draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich geography of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area.

The Geography curriculum at Ankermoor Primary Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Ankermoor aims to ensure that all 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 gives 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.

Implementation

Geography is taught weekly, in alternating half-terms with History, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new geography topic, teachers refer to relevant previous learning, to develop children's wider understanding of the world.

The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each geography topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher.

By the end of year 6, children will have extended their knowledge and understanding beyond the local area to include the U.K., Europe, North and South America. This includes the location and characteristics of a range of the most significant human and physical features in the world. They will develop their geographical knowledge, understanding and skills to progress and enhance their locational and place knowledge.

The school's own context is also considered, with opportunities for visits to places of geographical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of the local area also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the 'Focus' scheme of learning and the resources that are provided. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the Geography Association, of which our academy is a member. The Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, ensuring an appropriate level of challenge.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. The Early Years Foundation Stage (EYFS) follows the 'In The Moment' model and therefore geographical knowledge will be taught incidentally.

Impact

Outcomes in Geography (topic) books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning, and children demonstrate a contextual knowledge of the location of globally significant places, the processes that give rise to key physical and human features and are able to demonstrate a variety of geographical skills (including collection, analysis, interpretation and communication skills).

Planning

The Geography curriculum is mapped via the long term plan (LTP), to ensure alignment with the national curriculum in both subject content and stated programmes of study. This LTP ensures progression and broad coverage across the school. Key knowledge and skills have been informed by the stated programme of study, as well as the school's local geographical context, and build sequentially towards specific end points at the end of each Year group or phase - Y1 & 2, Y3 & 4, Y5 & Y 6. These key skills and knowledge are explicitly outlined on the Progression Maps and each individual unit's medium -term plan (MTP), which also state the key vocabulary for each unit. The Progression Map statements have been split into the key strands of Geographical Enquiry, Physical Geography, Human Geography and Geographical Knowledge.

Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in Geography and outcomes of work will reflect this. Children will develop their geographical knowledge, understanding and skills, to enable them to deepen their understanding between physical and human processes, as well as the formation and use of landscapes / environments. The organisation and implementation of the Geography curriculum will inspire children to foster a curiosity and fascination about the world and its people, which will hopefully continue throughout their lives.

Assessment, Recording and Reporting

At the start of each unit and individual lesson, it is important that teachers are aware of the prior knowledge that the children already have. This prior knowledge will be twofold: what can the children remember about the topic from previous lessons and what they have learnt from their experiences. Some of this prior knowledge will be right but some may often be wrong. Teachers should address misconceptions before moving on.

The provided progression maps and assessment maps give teachers a clear understanding of the "sticky knowledge" that children should have retained from previous units. These can be used to help guide assessment for learning (AfL) questions.

There are relatively few assessment statements included in the assessment maps, as these knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained. There is a difference between knowledge that will be retained close to the point of teaching and that which will be retained forever. In effect, 'sticky knowledge' refers to the long-term memory and should not be assessed too close to the

point of teaching. Our start of lesson AfL questions reflect these beliefs, assessing short-term and long-term retained knowledge. Prior knowledge for the subsequent lesson may also be assessed at this point.

At the start of the unit, children are given the lead enquiry question and asked for their initial thoughts (e.g. KWL). These can be recorded in a variety of different ways and adapted to suit age. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work. An assessment map shows the expectation of retained knowledge throughout the school and these simple assessment statements help to inform teacher assessment.

Roles and responsibilities

Subject Leader: Humanities Faculty To lead staff, focusing on Geography, to ensure high standards of teaching and learning enable all children to develop as independent, confident, effective and responsible learners.

Head Teacher: To ensure staff are fully able to deliver Geography appropriately and that pupils are receiving their entitlement.

Humanities Faculty: To formulate the long-term curriculum plan and medium-term planning, ensuring that Geography is embedded across school.

Teachers and Teaching Support Staff- To deliver a curriculum of progressive units of work, enabling the development of pupils' knowledge, understanding and skills.

Governors – To agree and review the Geography Policy on a regular basis. Question the Headteacher and the Humanities faculty to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners: Have a responsibility to take an active part in their learning, responding positively. Also, to be active participants in personalising and extending their own learning at school and at home.

Other adults including parents: To realise that learning takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and life-long learning experiences. To create positive relationships with all children. To recognise their impact on children's self-esteem.

Learning Environment and Resources

As a school, we are following the 'Focus' scheme of work. We have selected and adapted the scheme to fit the needs of children at Anker Moor. During our adaptation, we have ensured that sessions are progressive and well-sequenced across a unit and across the school curriculum. A particular focus has been upon ensuring that our local geography is prominent where suitable across the key stages of learning.

The chosen scheme of work provides Power Point resources for units and these are intended to provide possible ideas, scaffolds and resources for lessons. They are to be adapted to suit teachers' planning and the needs of the children.

Where possible, trips and external visitors will also be used to support the learning taking place in the classroom.

Physical resources are stored centrally in the resource room, with boxes clearly labelled for different topics taught.

Key texts are also used either as a hook at the start of the lesson or during the plenary to recap/reinforce learning. Additional fictional texts may also be used to enhance the learning and knowledge of a topic. Library boxes delivered each term provide a variety of non-fiction texts to provide background information to support learning.

Monitoring and evaluation of the Policy

The role of the Humanities Faculty in the context of this policy is to:

- ◆ Ensure the Intent, implementation, and Impact is clear and is measured.
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within the subject area.