

Forest Fields Primary School Geography Policy 2024

NATIONAL CURRICULUM

The national curriculum states: “A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

CURRICULUM INTENT

To ensure we deliver the full aims of the National Curriculum to the children of Forest Fields Primary School. To instil a curiosity for geography and develop a LOVE and APPRECIATION of OUR WORLD with a sense of responsibility towards the planet’s sustainability. To empower our children to orate their geographical knowledge and understanding in different situations. And know, they are able to widen and improve this knowledge and understanding over time.

Aims

The national curriculum for geography 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 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.
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At Forest Fields, we appreciate and celebrate our diverse community. This is reflected in the choices of places and locations studied in our geography curriculum.

Our curriculum is ambitious and sets children to succeed in primary school and the next stages of their learning.

The children develop knowledge, understanding and appreciation of their local area and areas further afield, developing their geographical skills.

CURRICULUM IMPLEMENTATION

National Curriculum: Our long-term planning ensures coverage of all the requirements, that are progressive and cohesive. Geography is taught discretely over three terms per year with meaningful links across subjects.

Enquiry based approach to help students think geographically and to develop a questioning attitude, with a sense of responsibility for their personal learning.

Prior Learning: Regular revisiting of geographical knowledge and skills are identified and linked to new learning, deepening the children's understanding.

Sustainability: Current global issues are planned throughout the year groups with meaningful, enquiry-based approaches.

School Diverse Community: To value our diverse school community, our geography curriculum is ambitious. We take our children on a trip around the World, exceeding the National Curriculum requirements. Year groups in key stage 2 are able to develop their Locational Knowledge by studying a different continent. They are able to develop their Place Knowledge by comparing a region of the UK compared to a region in a European country, North America and South America.

Fieldwork: Local or further afield fieldwork is planned termly to develop subject knowledge and skills in a progressive and meaningful way.

Cultural Capital: Within the school termly visits, children have regular opportunities to gain geographical experiences. Through carefully planned visits, our children encounter academic and cultural learning experiences.

Monitoring & Leadership: The Geography leader and school leadership take full responsibility for the monitoring of the Intent, Implementation & Impact.

- The quality and standard of children's work
- The quality and standards of teaching in geography
- Geography CPD

CURRICULUM IMPACT

We expect all children leave Forest Fields Primary with a passion for protecting our planet, a love of exploring the world and an appreciation of their own and others cultures.

By the end of EYFS we expect children to be able to spot change in their immediate and local environments and be able to voice opinions on places. They will be able to give their likes, dislikes and tell stories about places that are important in their own lives, as well as places they have visited with school. They will understand that different people like different things and have experienced different cultures through our varied visitors and themed learning.

By the end of Key Stage 1, we expect most children to meet age-related expectations within the subject. They will have experienced local and further afield geographical fieldwork. They will have knowledge about their local area, Nottingham and the county. They will be able to describe the similarities and differences to be able to estimate Nottingham's location on a map and be able to describe how Nottingham is different to extremely hot or cold places. They will understand that recycling is an important part of everyday life and that human actions have impacts on our planet.

By the end of Key Stage 2, we expect the vast majority of children to meet age related expectations within the subject. Our children will have experienced geographical skills and fieldwork and leave our school with happy memories of new places and experiences. Our children will have widened their knowledge and use of specialist geography vocabulary. They will be able to explain a variety of physical features from around the world and be able to name key landmarks across the globe. They will understand physical processes, such as the water cycle, and how this impacts human life. They will have deepened their understanding of

human impact on the environment and be able to make informed choices regarding their carbon footprint. All children will have experienced map reading, including OS and digital, up to 6 figure grid references and the majority will be able to use these to find major cities and countries around the globe. Ultimately, we want our YEAR SIX children to leave Forest Fields Primary School confident in sharing their geographical understanding. Also, to have a continuing enthusiasm to ask questions and be curious about Our Planet, and LOVE and APPRECIATE their WORLD.

ASSESSMENT

Throughout the school, teachers will assess children's work formatively in geography: through observations, questioning and marking. These assessments inform the teacher's planning for future lessons, to ensure progression of all children. At the end of a unit, teachers assess whether children are working at, above or below the expected level for their age, based on their understanding and application of the content of the National Curriculum. Each child's progress and attainment are tracked at the end of each unit of learning. Progress and attainment are reported to parents through parents' evenings, and through end of year reports to parents.

Lisa Matthews – Geography Lead

February, 2024