

Thomlinson Junior School



'LEARNING THROUGH EXPERIENCE AND ADVENTURE'

Geography Policy 2024/2025

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1. Statement of Intent

Curriculum Intent

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

Curriculum Implementation

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

Curriculum Impact

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

2. Geography at Thomlinson Junior School

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Geography. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Geography Leader (Mrs Watson) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. It is

recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

3. Teaching and Learning

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. The intent of our Geography curriculum is to provide children with the opportunities to explore and understand the world around them as well as utilising their local area. We are fortunate to live in an area surrounded by opportunities to explore Geography first hand. From the Lake District, our town Wigton, industry, surrounding villages, the City of Carlisle and having the beach nearby. This allows us first hand to explore and utilise key Geographical concepts in a realistic context before extending and applying these further afield, looking at the wider world in which we live.

At Thomlinson Junior School, we aim to give children opportunities to explore and understand the ever-changing world around them, incorporating key concepts which are relevant to now and help them to understand the world in which they live from a Geographical context.

4. Inclusion

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. Children have the opportunities to explore Geography in an inclusive learning environment.

5. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Geography programmes of study'

6. Roles and Responsibilities

There are key roles and responsibilities specific members of staff have in relation to supporting the Geography curriculum and its delivery.

Head Teacher

- Monitoring the implementation of the Geography Policy.
- Ratifying (in conjunction with the Governing Body) the Geography policy and Geography Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Monitoring the performance of the Geography Leader in respect to their specific job role description for Geography.
- Ensuring any government legislation is being met.

Geography Leader

- Raising the profile of Geography for all stakeholders.
- Monitoring the standards of Geography and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Geography.
- Maintaining overall consistency in standards of Geography across the school.
- Reporting on Geography at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping up to date with Geography CPD.
- Using nationally recognised standards to benchmark Geography.
- Creating Action Plans for Geography and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.

- Procuring physical and online resources that demonstrate best value.
- Reviewing the Geography curriculum and developing it as needed.
- Advising on the contribution of Geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils, including supporting staff by looking into specific fieldwork/trips.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Geography resources.

7. Curriculum

As a school, we have developed our own Geography curriculum which supports the coverage of the National Curriculum for Key Stage 2. Lessons are planned to build on children's prior knowledge and focuses on developing essential skills to be a Geographer, using both the environment and Geography around us as well as the wider world. Sessions are planned to be fun, engaging and where possible, practical, to help raise standards and allow all pupils to achieve their full potential.

Key Stage 2 Outcomes

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and

land-use patterns; and understand how some of these aspects have changed over time

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Cross-curricular links:

- Where this will be good quality, in line with our school skills and relevant, the Geography curriculum will provide opportunities to establish links with other curriculum areas, such as in English and Maths.

8. Feedback and assessment

- Formative assessment is undertaken each session. Through using the progression of skills documents, both teachers and pupils can evaluate

process. Feedback can be verbal during the lesson (most valuable) and, in some cases where it is appropriate, written.

- Summative assessment is undertaken at the end of each unit and the end of each academic year. Using work samples and observations of the children in their class, teachers make notes for each unit (regarding whether children are working towards expectations, at expectation or beyond expectations as well as any issues or improvements that could be made to a unit for the following year) and an overall judgement for the year in July.
- Pupil attainment is assessed using the milestones set out in the Essentials Curriculum document. Each unit has been matched to the relevant milestones, giving teachers a framework with which to assess the attainment of the children in any given unit. They also use the KAPOW Assessment Guidance, which can be found at the end of each unit of work to aid judgements. Teachers consider the exemplar of what a child at an expected level would be able to demonstrate once each unit is completed. They use their professional judgement, based on what they have seen in the classroom and evidence from work the children have produced, to judge whether each child is working towards age related expectation (ARE), working at ARE or working above ARE. This is recorded after each unit on our Foundation Subject Assessment sheets and formally recorded in Scholar Pack at the end of the year (July). All assessments sheets are passed onto the curriculum lead; from this, the subject leader can identify any problem areas or units that have gone particularly well, identify any significant gaps in learning and plans for future units and the following year can be adapted and updated as necessary. In addition, the class teacher can monitor the progress of the children in their class and adjust their teaching as necessary.

9. Resources

- All resources are acquired with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.

- A range of resources are available which successfully supports delivering the Geography curriculum and enables all learners to reach their full potential.
- Children and staff have access to Digimaps.
- The Geography Leader (Mrs Watson) will support staff by sourcing suitable opportunities to use fieldwork to support children's learning.
- External providers are used to support children's learning and understanding of map skills.

10. Monitoring and Evaluation

Monitoring standards of teaching and learning within Geography is the primary responsibility of the Geography Leader. All teachers are expected to keep a record of children's work and learning experiences in their Geography book.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Geography Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Geography Leader time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Geography provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Geography Leader in a timely manner.
- Feedback on whole school areas of development in regard to Geography to be fed back through insets/staff meetings.

Updated: October 2024

Next review: September 2025