



Kirkstall St Stephen's

Geography Policy

March 2024

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of Geography at Kirkstall St Stephen's Primary School.

Intent:

Every child who leaves KSS will have developed a solid and comprehensive understanding of the world and the nations that comprise it. This gives our children a true sense of belonging in the world, helping them to recognise their place within it, which is important for them to form a sense of identity, persistence and drive. Using a variety of resources, such as maps, aerial photographs, and globes, enables children to develop skills that are transferable to other curriculum areas such as RE, PSHE and History. Geography learning at KSS equips pupils with knowledge about diverse places, people, resources and natural and human environments. Students that study Geography at KSS will gain knowledge about a variety of locations, people, resources, and environmental settings. The skills we teach in Geography lessons will provide secure understanding of globalisation, sustainability and enterprise. In order to encourage and motivate our students to become curious and fascinated by the world and its inhabitants, we believe Geography education should be both inspiring and challenging.

Teaching and learning

Early Years Foundation Stage

Foundation Stage pupils will be taught and encouraged to observe the natural world around them whilst making comparisons using geographical skills following the Early Years Framework. In Foundation Stage, the children are encouraged to observe and question the world around them, to practice and apply new skills, using their curiosity of the natural world to answer questions to enable them to develop their geographical thinking.

Key Stage 1 and 2

Kirkstall St Stephen's Primary School follows the National Curriculum for Geography for Key stage 1 and 2.

This is mapped out as per the whole school geography overview with more detail in the knowledge organisers. There is a progression of skills from Key Stage 1 to Key Stage 2. The skills they will develop and use during their geography lessons will be as follows: critical thinking, map work and field work. This has been followed by guidance from the National Curriculum. Each geography lesson will have a close link to the topic driver each term. This ensures that the children have a wide exposure to a variety of skills and understanding of the world around them. Where appropriate, thoughtful and meaningful cross-curricular links will be made with geography and other subjects studied, deepening the children's understanding of the world.

There are opportunities to enhance learning in Geography through well planned out visits- both local walks and further afield. This is to engage the children and increase their cultural capital.

Each child in Key Stage 1 and 2 will have their own Topic books to record their work in as well as to reflect and recap on prior knowledge referring to their learning journey checklists and knowledge organisers.

Assessment and Monitoring

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in **learning** and so enable a child to progress at his/her optimum rate. Consequently, ongoing assessment **should** be included in planning for Geography and should be a natural part of any lesson. The children's work is assessed against the KSS Progression of Skills in which have been developed from the National Curriculum. Evidence for making these judgments will be gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities in their topic books. All levels are based upon teacher assessment. Children are also given the opportunity to fully participate in the assessment process, through peer, self and group assessments. Children are monitored on a regular basis to check progress through the use of Learning Journey Checklists and Foundation Trackers. Assessment and Recording is an integral part of the teaching process at KSS. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Parents will be kept informed of their child's progress by

- Receiving reports in which progress and achievements are stated.
- Attend parent's evenings where targets and progress are discussed
- Receive a half termly class newsletter, a whole school weekly newsletter
- Attending class assemblies
- Encouraged to be involved in their children's home learning by supporting their child when completing creative homework.

Equal Opportunities and inclusion of all children.

Geography will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching. We believe that it is our responsibility to encourage equal opportunity in all areas of geography. We look for opportunities to extend learning beyond the classroom and in the local environment as much as possible for all pupils.

All pupils will be given equal opportunity to fulfil their potential within geography regardless of ethnicity, **culture**, class, sex and gender and special needs (ability and disability).

Although class work will be taught to allow all participants to reach their full potential, out of school activities **will** be, wherever possible, offered to widen the choice of activities the children may encounter in school.

When teaching this subject, we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We also consider the targets set for individual children in their Support Plans, which are created and reviewed termly with the school SENCO (Angela May). Greater depth children will be provided with differentiated tasks and challenges in order to test their skills and enable them to fulfil their full potential in this subject.

The role of the Geography subject lead.

The role of the Geography subject lead is to monitor and evaluate the teaching of Geography across school by completing the following:

- Conduct Geography 'Learning Walks' and 'Book Looks' with positive feedback and to highlight areas of development for the subject.
- Ensure the KSS Geography Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly.
- Ensure Topic displays are updated regularly within each classroom.
- Complete necessary and appropriate CPD opportunities, edit the Geography Long Term Plan accordingly and share updates and CPD to the rest of the staff.
- Be responsible for Geography resources across school.
- Ensure opportunities are created for enrichment in the children's learning of Geography.

