



Waterloo Primary School

Geography Policy

Intent

We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver a curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their geographical understanding within and across subject areas, whilst maintaining geography as an independent discipline, with its own unique set of skills.

Waterloo is a diverse area with easy access to a wealth of stimulating learning experiences. By taking learning outside of the classroom, we aim for pupils to recognise, value and engage with their varied surroundings (river, docks, beach, village, city centre, parks, transport links...). We believe that British values are fundamental to cohesion and successful participation in society and we promote these values as we teach about geography. Our geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these impacts upon their surroundings, their own responsibilities and how they can contribute to improving the environment.

We recognise that our children reflect our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic understanding and emotions. Key vocabulary is mapped across the geography curriculum; opportunities to revisit and embed learnt vocabulary are planned for. Key knowledge and vocabulary for units of work are shared with families in order to further consolidate learning. We provide opportunities to extend pupils' cultural capital, visiting beaches, parks, exploring different weather conditions. Opportunities to develop speaking and listening skills are planned to equip pupils to ask geographical questions and to communicate and analyse findings.

We regard reading as an essential building block for learning across all subject areas. Taught reading skills are embedded and applied throughout our geography curriculum. Links are made to both science and maths skills, enabling children embed and deepen learning. Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding.

Our aim is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mind-set to reach their academic potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

Aims:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.

- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Curriculum Content:

Early Years:

The Early Years curriculum has been carefully planned to ensure progression from the Early Years to Year 6. The curriculum is taught through a balance of teacher-led inputs, teacher-directed activities and free exploration. Activities are planned within continuous provision to allow children to develop the skills needed to support their wider curriculum learning throughout school. Curriculum leaders have the opportunity to spend time in the Early Years to ensure curriculum coverage and progression.

Key Stage 1:

During Key Stage 1, pupils use, interpret and make simple maps. Pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

Progress and achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own learning; children are encouraged to make personal assessments of their own work through evaluating against objectives and success criteria, which will also be evaluated by the class teacher. Through this, both children and adults are able to recognise the progress being made.

Assessment:

To ensure consistency, all year groups will be assessed based on the curriculum statements made available on Target Tracker. All teachers will ensure that their children are regularly updated on the system to ensure that children's progress is charted on a half termly basis. Teacher judgements will be supported with ongoing assessments and planned end of unit assessment tasks.

Adaptive Teaching:

At Waterloo Primary School, we ensure that we maximise learning opportunities for all by using adaptive teaching.

At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In geography, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about a subject
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Use of concrete resources
- Alternative methods of recording
- Adapted physical resources (keyboards, pencil grips, scissors, larger spaces to record...)
- Reframing questions
- Intervening appropriately
- Flexible groupings
- Make connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

Monitoring and Evaluating:

Monitoring and evaluation will be completed by the Geography lead (Mrs Thorpe) when the time is made available to her as part of a subject leadership rota. The history lead will ensure that Target Tracker is monitored and evaluated on a half termly basis to ensure that objectives are covered and that children are placed within the appropriate steps in terms of individual assessment. Monitoring and evaluation will include scrutiny of work, lesson observations, learning walks, and pupil interviews and pupil/staff questionnaires.

This policy is open to regular review, based on present practice and consultation with members of staff.

Policy reviewed by: Janet Thorpe

Date: February 2024

Review Date: February 2026