

Tow Law Millennium Primary School

Geography Policy



1. Intent

At Tow Law Millennium Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Tow Law Millennium Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. Our geography teaching begins from an early age; in EYFS children have great opportunities to interact with their environment. They are encouraged to look at similarities and differences in relation to places and explore their own immediate environment. Pupils in our school generally have a good level of knowledge about the countryside, however they have limited knowledge and understanding of urban areas. Our curriculum addresses these limitations as we seek to inspire in our children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Tow Law Millennium Primary School and also to their further education and beyond.

2. Implementation

a. Curriculum planning

Geography at Tow Law Millennium Primary is taught in blocks throughout the year (3 units per year on a two-year rolling programme), so that children can achieve depth in their learning. The coordinator has, alongside teachers, identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. This is done through the concept of scale. Each year, teaching begins with a local scale, moving to a European scale and finally a world scale (and comparison work for KS2). The sequence of learning ensures that lessons are relevant and takes account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion and equality. The local area and community are utilised to achieve the desired outcomes, with opportunities for learning outside the classroom. Where required, CPD is provided to staff members to increase confidence and knowledge of geographical teaching.

b. Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can each year to involve children in practical geographical research and enquiry. At Key Stage 1, the focus is on the children's direct local environment: the school and its surroundings. At Lower Key Stage 2, this extends to the local area that they live in and are aware of. At Upper Key Stage 2, this extends further to become a study of the local area around them and/or a comparative area in the North East. We also offer Upper Key Stage 2 the opportunity to take part in a residential visit.

c. Resources

We have a range of resources suitable for many areas of geographical study and we keep topic boxes containing resources in a central store. We also keep a collection of geography equipment that the children use to gather weather data, and a set of atlases suitable for both key stages. In the library we have a good supply of geography topic books and a range of educational software to support the children's individual research. We have a subscription with Durham Learning Resources and class teachers can choose a Geography box that links to their unit of study if further resources are required.

d. Foundation Stage

We teach geography in our Foundation Stage as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Framework within Understanding the World which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the Early Learning Framework objectives of developing a child's knowledge and understanding of the world through practical activities such as investigating their local environment, making simple maps, comparing different places of interest, learning about different cultures through festival days and carrying out simple investigations linked to children's interests.

a. Teaching Geography to Children with Extra Needs

At Tow Law Millennium Primary School, we see teaching and learning as being founded on the principles of opportunity for achievement and excellence for all. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by children.

We teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of individual children and we take into account the targets set for individual children in their Support Plans.

We believe that some pupils may have exceptional special abilities and talents and that monitoring these is our responsibility. The more able pupil has particular needs because they demonstrate an

exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas. We encourage this in geography by encouraging them to use higher level enquiry questions to deepen their understanding of key geographical topics studied. We also encourage our More Able pupils to use their skills from other areas of the curriculum within geography lessons.

3. Impact

b. Assessment and Recording

Outcomes in geography books and our progression grids, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context as shown through pupil discussions about their learning. Geographical understanding, as well as children's spiritual, moral, social and cultural development, is further supported by the school's developing links with our international partner school.

c. Monitoring and Review

At Tow Law Millennium, the monitoring of foundation subjects is carried out following the whole school annual monitoring programme. The subject coordinator also monitors progress, evidence and pupil voice termly. The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader will review samples of children's work, gather pupil voice and visit classes to observe teaching in the subject.

Signed: H Dobson

Date: Spring 2023

Date to be reviewed: Spring 2025

If you require this information summarised in another language or format please contact the school office on:



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