



SUPPORT • INSPIRE
NURTURE • ACHIEVE

Geography Policy

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Approval by:	Governing Body

Philosophy

Swallowfield believes that the study of Geography helps pupils to begin to understand the world around them and to understand the relationship between humans and their environment. It is our means of understanding the place we live in and its place in the world, through national, international and global study. We further believe that enquiry should be central to the learning process and that Geography should be enjoyed by all.

Intent

The intent of the geography curriculum is that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with appreciation to human and physical characteristics.

Implementation

The geography curriculum at Swallowfield Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Our teachers and children appreciate that Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and exploration.

At Swallowfield Primary School we provide a variety of opportunities for geography learning inside and outside the classroom. At the end of each geography topic, pupils will complete a double-page spread to showcase and consolidate their learning. This serves as a reflective and creative opportunity for children to demonstrate their understanding through a combination of written work and visual representations, such as drawings, maps, diagrams, and photographs. The double-page spread allows pupils to independently organise and present key knowledge, vocabulary, and concepts in a meaningful way, highlighting their individual progress and areas of interest. Teachers use these spreads as an informal assessment tool to celebrate achievement, identify misconceptions, and inform future planning, ensuring that each child's geographical learning journey is clearly evidenced and valued.

Impact

Children are able to review their successes in achieving the lesson objectives and are actively encouraged to identify their own areas of development. As children progress through the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

We measure the impact of our curriculum through the following methods:

- Learning walks and professional dialogue with teachers.
- Accessing children's understanding of topic linked vocabulary before and after the 'knowledge and skills' have been taught.
- Summative assessment based on pupil discussion about their learning/termly data input.
- Images and videos of the children's practical learning.
- Interviewing pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books and class portfolios are scrutinised and there is an opportunity for dialogue between teacher to discuss the learning and teaching in their class.

Geography

Early Years Foundation Stage – children's curiosity about our own locality and the wider world will be explored and developed. Learning will include opportunities to use our locality to enhance children's learning experiences through all subjects.

Key Stage 1 – pupils start to develop their knowledge about our locality, Great Britain and the world. They will develop a bank of geographical vocabulary to use and apply to learning relating to human and physical geography. They will begin to use geographical skills to develop their knowledge and understanding of the subject.

Key Stage 2 – Pupils locational knowledge should be extended to learn in-depth about the wider world, including Europe, China, North and South America. They will have opportunities to explore the characteristics of these places in terms of physical and human factors. They will continue to develop and extend their geographical knowledge, enhanced by their development of skills associated with the subject.

More Able

This will be achieved through a variety of means, including:

- Differentiated group tasks.
- Differentiation by outcome.
- Differentiated means of expression
- Extension tasks as appropriate.

SEND

Supported through 1:1 support where appropriate and differentiated tasks and outcomes.

Progression is built into the scheme of work for Geography, for children to extend their knowledge and skills appropriately throughout each key stage.

Accreditations

Swallowfield Primary School received the International School Award (2017) as well as the Bronze Primary Geography Quality Mark (2017). The school also has a number of International links which provides ample opportunities for children to gain first-hand knowledge of other countries and cultures.



Responsibilities

Homework

All children throughout the school will have opportunities to explore Geography in their homework. In Key Stage One, teachers will ensure Geography appears on the topic web, so that children to complete a range of tasks at home with parents.

Display

All teachers will actively seek ways of displaying work which is specific to the Geography subject. They will celebrate children's achievements, and be informative to stimulate children's learning and interest.

Resources

The subject coordinator will assess resources annually and target the budget allocated appropriately. The pupils will have the opportunity to use oral, written, photographic, visual, aural, posters, textbooks, artefact and buildings evidence to support their knowledge and understanding in the two subjects across the school. Visitors will also be encouraged to support learning, as well as the use of local places of interest.

Health and Safety Issues

These will be addressed by all staff carrying out Humanities related activities, following the schools visits and journeys guidelines for any trips off-site. Parental consent must

be obtained prior to these events. School also has a charging policy to be followed in relation to all school trips.