

Springfield Geography Policy

Intention

The intention of the Geography Curriculum at Springfield Primary School is to ignite curiosity and wonder in our pupils about the world. We aim to inspire children to explore who they are, through the place they live in and evoke a thirst to discover the wider world. The skills they learn in Geography will be transferable to other subjects and we develop investigative approaches that allow children to grow a deeper understanding of knowledge and a secure set of skills.

Through high quality teaching of locational knowledge, place knowledge, human and physical features and fieldwork skills, we hope to give children experiences that will remain with them for the rest of their lives, setting them up to be responsible, global citizens.



Implementation

Geography at Springfield Primary school is taught as part of wider topics or as stand-alone blocks, depending on what is best for the teaching and learning. A scheme has been created that ensures progression in all four strands of Geography and builds on the skills and knowledge children will need. A clear exemplification for assessment is used and tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. Throughout each lesson, teachers will use formative assessment methods to check for understanding and identify misconceptions. At the end of each topic, a summative assessment task will be completed, which will give children the chance to show what they have learnt throughout the unit. Children will access a range of resources to acquire learning through atlases, maps, digital technology, books and photographs. We have invested in Digimaps which can also be accessed at home. Cross curricular opportunities in geography are specifically planned for, with links between geography, art and English lessons identified. The local area and school grounds are utilised to gain fieldwork skills, with opportunities for learning outside the classroom, embedded in practice.

The importance of a clear understanding of the key vocabulary in Geography is recognised. Staff work hard to explain key vocabulary clearly using vocabulary slides that consistent across all subjects, then encourage children to use that vocabulary accurately in their work. Teachers understand the need for retrieval practise and also embed this into the start of each lesson, drawing on the prior knowledge children will need.

Impact

Our Geography curriculum, is high quality, well thought out and planned to demonstrate progression. We measure the impact of our curriculum using the following methods:

- Tracking progress against the NC objectives through OTrack
- Pupil discussions about their learning
- Books show a clear learning journey through the key stages
- Retrieval practise used within lessons to identify pre and post learning
- The subject leader would devise a smart action plan determined by the SIP.
- The Geography Lead closely monitors teaching and learning through monitoring of planning, 'Book Looks', Learning Walks and pupil voice.
- The Geography lead identifies gaps in knowledge and understanding and offers CPD opportunities to ensure staff feel they can deliver confidently.