

# **Crofton Junior School**



# **Geography Policy**

**October 2021**

## **Definition of Geography**

Geography is the study of the Earth's physical properties and how they are affected by human activity. Geographers study physical changes in the environment.

There are three main types of geography:

**Physical geography:** This is the study of physical features of the Earth, processes and patterns in the natural environment. Climate, weather and animal life and how these affect and change the Earth's physical features are also key elements.

**Human geography:** This is the study of people and their communities, cultures, economies and interactions with the environment through studying their relationship with and across space and place. Human geographers also study how different cultures, politics and economies have developed.

**Environmental geography:** Environmental geography is the study of how humans interact with the physical environment and what impact they have on the other. This study could be described as a combination of human and physical geography, with an emphasis on the relationship between the two.

## **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Learning should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. This helps them to become responsible global citizens who understand how people and environments interact. Most important issues facing the world are geography-related; therefore, by studying geography, they are learning about issues that will actually impact their own lives on a regional and global scale.

## **School aims**

At Crofton Junior School, we are committed to the development of a rich, and engaging curriculum for all of our pupils, which places a central focus on understanding the world and our place in it.

- We believe the high-quality teaching of geography will invoke a curiosity and fascination of our ever-changing world and those who occupy it.
- We are dedicated to engaging and teaching our pupils through linking ideas with practical experience to question and hypothesise through an enquiry-based approach where appropriate.
- We believe that pupils must be challenged to think about 'real world' issues

to enable them to act as responsible Geographers.

- We want pupils to explore and recognise interconnections between local, national and global issues and the impact on their own lives.
- We believe pupils should have a good understanding of their own community - the place, space, people and issues that impact on their daily lives.
- Through the inspiring enrichment opportunities and quality teaching and learning, we believe we can provide students with a thirst for knowledge, developing confidence and encouraging them to become life-long learners of Geography.

### **Teaching and learning**

At Crofton Junior School, we use the 'Essentials' Curriculum (Chris Quigley) as a base for our foundation subjects. This breaks down the content of the National Curriculum into smaller chunks called 'Milestones' and ensures appropriate progression through Years 3 and 4 and Years 5 and 6 enabling the mastery of concepts overtime. In doing so, we ensure that:

- Our overall curriculum drivers - Respect, Nurture, Inspire - shape curriculum breadth. Pupils learn how to be a responsible member of school, the Crofton community, locality, United Kingdom and wider world. They develop understanding, empathy for others and learn to value and care for our school, community, world and people in it. Our curriculum drivers also ensure that pupils build personal aspirations and self-esteem in order to enable them to achieve their full potential. Furthermore, it promotes the opportunity to celebrate our world and aspire for this to be protected and sustained.
- Pupils have the opportunity to revisit and extend their knowledge of key concepts and vocabulary thereby ensuring that they master concepts overtime.
- Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Themes are linked whenever possible to our text driver in order to provide meaningful links in learning across the curriculum.
- Units of work are carefully selected in the order in which they are taught to ensure a logical progression in knowledge and skills that is built upon systematically and explicitly so that they learn more, know more and remember more.
- Teachers have identified the key knowledge, skills and vocabulary of each blocked theme relating to the Chris Quigley milestone statements.

- Tasks are selected and designed to provide appropriate challenge for all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.
- The local area is utilised with opportunities for learning outside the classroom embedded in practice through the use of well-planned enrichment activities.

### **Classroom Environment**

Within every classroom, there is a vocabulary rich 'Topic' display, which is accessible to all learners. This is inspiring and engaging to promote a love of the Humanities (History and Geography). Key vocabulary and open-ended questions relating to each unit of work are clearly displayed for pupils to refer to. Topic specific non-fiction books are displayed within the classroom for pupils to utilise within lessons and reading time.

### **The key Essential Characteristics of Geography at Crofton Junior School are:**

- An excellent knowledge of where places are and their characteristic features.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

### **Cross Curricular links**

The Geography curriculum and themes of work provide many opportunities for cross-curricular links with other areas of the curriculum: map and compass work could be linked to outdoor, adventurous activity in PE, Computing could be used for internet research and presentation purposes and Maths could be used for statistics. It is expected that all children use their foundation subjects as a vehicle to produce a piece of written work linked to their English curriculum every term.

### **Assessment**

Teachers' formative assessment takes place on a regular basis throughout each unit of work. This informs planning to ensure that the needs of all learners are met and that appropriate challenge is provided. The curriculum knowledge organisers provide a clear overview of knowledge and content which is meticulously used when planning, and assessing learning. The Chris Quigley milestone document is used to outline the expected standard. High quality examples of work that meet the age-related expectations are monitored by the subject leader and placed on the school website for reference.

### **Monitoring**

It is the responsibility of the subject leader to champion and monitor standards of teaching and learning across school by supporting staff in the planning and implementation of units of work as well as conducting work scrutiny, pupil voice, professional dialogue and learning walks where appropriate. The subject leader should ensure that their subject knowledge is continually updated and that this is shared effectively with staff. Curriculum resources should be managed and updated by the leader and enriching experiences, where possible, should be promoted.

### **Equal opportunities**

The teaching of Geography takes consideration of the equal opportunities policy and inclusion policy. All children, irrespective of race, gender or ability, have access to the curriculum and are expected to work and achieve to the best of their individual ability. Modifications are in place, which cater to the individual needs of all children, including opportunities for greater depth learning.

### **British Values**

In Geography, appreciation of the cultural and ethnic diversity of places in the United Kingdom and the wider world is promoted. Mutual respect and tolerance are emphasised and individual liberty is explored particularly through human geography.

### **Policy review**

This policy will be reviewed every two years in line with the school's policy review programme.

**Signed:** Miss Morgan Wheeler

**Date:** September 2021

**Date for review:** September 2023