



Abbey Mead Geography Policy 2024-2025

At Abbey Mead Primary Academy, our Geography aims to ignite a love of learning, inspire children's curiosity and interest to explore the world that we live in, and its people. We equip children with the geographical skills to develop their knowledge through studying places, people, and natural and human environments. Geography lessons include encouraging children to ask thought-provoking questions and seek answers through exploration, investigation, and research. During their time at Abbey Mead, we want them to develop a greater understanding of the world and their place in it.

Aims

- Develop the geographical knowledge, skills, and attributes children need to manage their lives, now and in the future.
- Help pupils to develop their vocabulary and oracy skills to succeed in later life.
- Nurture in our children a passion and love of learning.
- Drive social mobility and provide children with opportunities to excel and aspire.
- Instil in our children a strength of character and language which will serve them for life.

Geography Curriculum Planning and Assessment

The children undertake a broad and balanced unit that takes account of abilities, aptitudes, and physical, emotional, and intellectual development. Through Geography, the children learn a range of skills, concepts, attitudes, and methods of working.

At Abbey Mead Primary Academy, Geography is taught through a unit. Our curriculum is carefully planned to ensure that all objectives are covered throughout the year and build on our progressive curriculum. Our unit plans for each area map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Our unit plans also build in assessment for each of the objectives. Assessment takes place through our feedback and marking.

Children are monitored on a regular basis to check progress. We strive for pupils to take

responsibility for their own and their peers' learning and assessment. The children are regularly encouraged to peer-mark and give feedback on each other's work in a positive and constructive way. They are given appropriate support and phrases to do this to ensure that they are made aware of their progress and strengths.

Early Years

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment, and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the Early Years curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, 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 start to 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. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Progression Across Key Stages

Progression has been planned and adapted to ensure that skills are being taught at an appropriate level and becoming progressively more difficult as pupils progress through the school. To ensure continuity and progression for all pupils, the curriculum is carefully organised from EYFS to Year 6 to ensure that our pupils' knowledge and understanding of geography develops because:

- There is increasing breadth and scale of study through the curriculum, moving progressively from personal experiences to local, regional, national, and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex, developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The focus of what pupils learn becomes gradually more issues-based, enabling them to explain links, patterns, and processes, and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

Spiritual, Moral, Social, and Cultural Development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world, a geographical awareness helps children understand their place in the world.

Geography provides opportunities for children to learn about sites of wonder or physical features that they might wish to visit in the future.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future.

Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements, and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Geography Curriculum Planning and Assessment

At Abbey Mead Primary Academy, geography is taught through a topic approach alongside Design & Technology, History, and Art. Our curriculum is carefully planned to ensure that all objectives are covered throughout the year and builds on our progressive curriculum.

Our unit plans for each topic area map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Our unit plans also build in assessment for each of the objectives. Assessment takes place through our feedback and marking.

Children are monitored on a regular basis to check progress. We strive for pupils to take responsibility for their own and their peers' learning and assessment. The children are regularly encouraged to peer-mark and give feedback on each other's work in a positive and constructive way. They are given appropriate support and phrases to do this to ensure that they are made aware of their progress and strengths.

Monitoring and Evaluation

Monitoring takes place regularly through book and planning scrutiny, pupil interviews, and lesson observations. Feedback is given to support as appropriate. Examples of good practice are shared across the school, and a collaborative approach between year groups/teachers is encouraged to raise expectations and outcomes in school.

Fieldwork and Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum, helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered, and they feel safe. Any visit should be well-organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.