



Geography Policy 2024 - 2025

INTENT

Rationale













At Lyng Primary School we aim for children to become curious about the world and instill a lifelong passion for learning about geography both within and beyond our local area. Alongside our cyclical approach to teaching the historical time periods, we aim to equip our children with a range of geographical knowledge and skills that will deepen their understanding of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes. We aim to ensure that children develop an understanding of the world they live in with many cross curricular links being made where possible.

Alfie our Geography expert



Following the Chris Quigley curriculum enables teachers to recognize the key characteristics of geographers in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chosen by the School Council, Alfie the squirrel is our expert geographer in school.

Our Geography Curriculum is designed to allow pupils to develop the following key characteristics for a geographer:

KS1	KS2
As a geographer I will aim to:	As a geographer I will aim to:
 Be curious about the world and know how people interact with it.	 Be curious about the world and know how people interact with it.
 Use geographical language.	 Use geographical language.
 Take part in geographical enquiries and reach conclusions.	 Take part in geographical enquiries and reach conclusions.
 Take part in fieldwork.	 Take part in fieldwork.
 Find places and know what they are like.	 Find places and know what they are like.
 Share my opinion about an issue.	 Share my opinion about an issue.

IMPLEMENTATION

Planning

Geography planning is part of each's topic's Medium Term Plan; teachers use the Chris Quigley milestones which are taken from attainment targets from the Geography programme of study for KS1 and KS2 in the National Curriculum.

Teachers then create a Geography 'big enquiry question' which children will answer using the sequence of lessons. Each lesson will have a smaller question in order to answer the big enquiry question. When writing the Medium Term Plan, teachers will select milestones to create a sequence of geography learning in that topic. On the Medium Term Plan teachers will write the questions for each lesson along with the success criteria that Age Related children must meet. These lessons form the vehicle for which the geographical knowledge from the knowledge organisers is imparted. Any cross-curricular writing, reading and Maths opportunities are signposted in colours (yellow for writing, blue for maths, purple for reading).

Regular LOTC (Learning outside the classroom) opportunities are planned for, alongside visits and visitors into school and these are identified on the Medium Term Plan and also the trip planner proforma.



To deepen their understanding of Geography, children are given the opportunity to carry out a minimum of two fieldwork investigations per year group. These have been planned to work alongside the Historical topic they have been studying, for example, in Year 3 children will complete a river study in their Geography sessions alongside when they learn about the Egyptians.

As part of our 'People Place Problem' approach to learning, the children will focus on the 'Place' aspect during WOW days at the start of each topic.



Early Years Foundation Stage (EYFS)

Geography is delivered in Reception as part of Understanding the World learning outcomes. It is an integral part of text led work through child-initiated and adult led activities. The children are given the opportunity to find out about the world they live both locally and in their own personal experiences and beyond their home and school surroundings. Books in Early Years settings enable children to 'feel', 'see' and learn meaningful information about the world they live in. Learning through play enables children to fill gaps in their knowledge and makes them curious to learn about the world. The curriculum is planned so that children are exposed to a number of different environments throughout their years in the Early Years setting, for example, Nursery children will look at different places such as a beach, a town or a forest and will talk about where they live using growing vocabulary. This progresses to looking at a place that is different to the one they live in and discussing similarities and differences. They will talk about how life in this country will be different from life in other places.

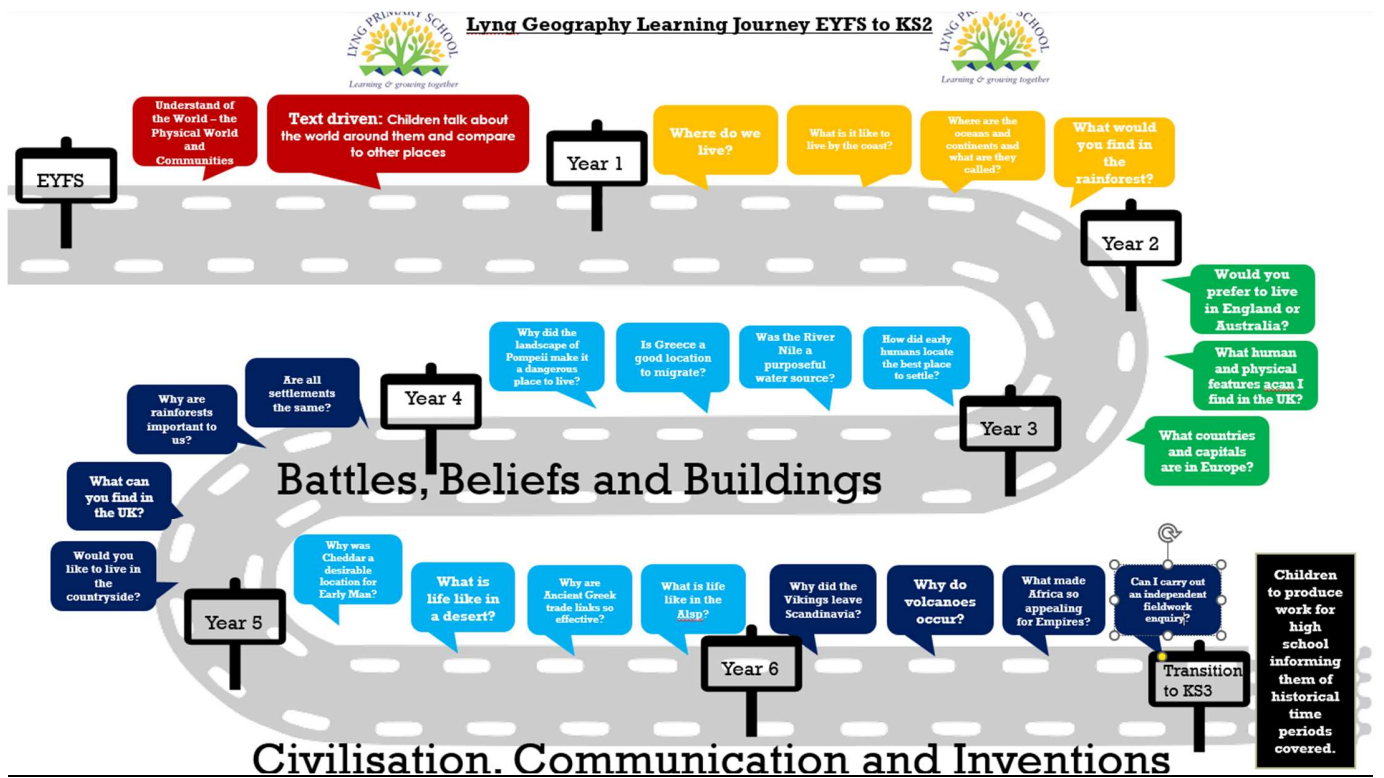
KS1

In KS1 Geography is taught through key themes and topics which link to their main History topic. . In Year 1 the children cover 'Where do we live?' (part of their transition unit), 'What is it like to live by the coast?', 'Where are the oceans and continents and what are they called?' and 'What would you find in the rainforest?' In Year 2 the

children answer the questions ‘Would you prefer to live in England or Australia?’, ‘What human and physical features can I find in the UK?’ and ‘What countries and capitals are there in Europe?’.

KS2

As in KS1, Geography is seen as the secondary driver of the topic with enquiries linking their Geography learning to the era they are studying in History. Skills are progressive from Lower Key Stage 2 through to Upper Key Stage 2.



Progression of skills

The Chris Quigley Essentials Curriculum which Lyng Primary School has adopted includes all National Curriculum subjects and through this approach the key geographical skills are grouped under three key concepts:

- Investigate places
- Investigate patterns
- Communicate geographically

These are then broken down further into three milestones. Milestone 1 for Year 1 and Year 2, Milestone 2 for Year 3 and Year 4 and Milestone 3 for Year 5 and Year 6. In each milestone, pupils demonstrate their learning under 3 different cognitive domains which they are assessed against:

BASIC	ADVANCING	DEEP
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

Progression of knowledge and retention quizzes

For each Geography topic from KS1 upwards class teachers have been given directed time to compile knowledge organisers. These organisers contain the 'powerful knowledge' (including goldilocks and step on vocabulary) which we aim to impart to pupils. As we revisit topics in school, knowledge organisers are monitored to ensure that there is both retention of knowledge and progress. Teacher get further support using Oddizzi and Kapow schemes to help create knowledge organisers and develop enquiry style lessons. The knowledge organisers are reviewed annually.

Children will complete a quiz before the topic begins and then will revisit the quiz after the topic is complete. This enables children to retrieve the knowledge they have gained throughout the topic. As well as this, children complete retrieval quizzes in lessons to encourage the pupils' retention of information over time. The knowledge organisers are shared with parents through the school website.

CPD

Where appropriate, members of staff, usually the coordinator, are sent on relevant courses. The content of these courses is then shared with the rest of the teaching staff. The impact of this training is then monitored and recorded through the subject leader's leadership log.

Marking and feedback

Geography lessons are marked in accordance with the marking policy (see marking policy).

Resources

An annual subscription to Digimaps for Schools allows staff to use up to date ordnance survey maps for use in lessons. A subscription to Oddizzi also enables staff and children to access a wealth of knowledge and resources in order to help with lessons. Each classroom has a globe and between Year groups there is a set of class atlases. Each Year group also has a map of the UK and the world and these are displayed where possible in class or in corridors. There is also a large World map in one of the Key Stage 2 corridors, as well as a map of the local area, featuring any landmarks they may see.

Monitoring

Geography is part of the foundation subject monitoring cycle, as part of this cycle lessons and books are monitored. Pupil voice is also captured alongside the quality of knowledge organisers.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through 'Goldilocks' word mats as part of our Word Aware approach, Widigits to help those with a low understanding of language and through additional modelling visible on tables, accessible visuals on tables and from further modelling from either the class teacher or other expert pupils.

G&T

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template. The record includes those who are considered Gifted and Talented with regard either to their geographical knowledge and/or skills. These are the pupils who teachers regularly challenge through their teaching and application of 'Step On' vocabulary as part of our Word Aware approach, through becoming expert geographers in lessons and sharing their understanding with the class. They are also

challenged through questions from our Geography 'Expert' and action reactions that include more open ended questions or activities that challenge the pupil's thinking.

IMPACT

Assessment and Moderation

Children's progress in geography is assessed through success criteria in lessons with the progress against these informing the marking of that child's work. In addition to this at the end of every term, the class teacher is expected to upload judgements of their progress and attainment to SIMs programme of study tracking. Progress and retention of knowledge is monitored through regular quizzing and revisiting vocabulary through the word wallets in every classroom.

Children are assessed as one of the following:

Code	Meaning	Support
U	Unable to assess	Not sufficient evidence to make a judgement.
E	Emerging	Heavily scaffolded – accessing the objective with resources.
D	Developing	Uses age appropriate scaffolding.
S	Secure	Independent application.
M	Mastered	Application outside the lesson independently.

Moderation of geography work occurs on a termly basis. Children's work is moderated against the BAD grids as per the Chis Quigley approach. Chris Quigley geography companions were purchased in early 2020 and the proof of progress tasks are going to be used to further quality assure these judgements.

Teaching and learning practice is also shared with other local schools at the local Humanities Hub which Lyng Primary School has previously hosted.

Celebration of learning through celebration assemblies and museum artefacts

Impact is measured through the learning journey in books and by pupil voice. The journey in books should reflect both the progress in skills and knowledge.

The impact of the geography leader is monitored through the leadership log template which is shared with a senior leader on a half termly basis.

At the end of every topic in school a celebration assembly is held, where the skills, engagement and progress is showcased to the rest of the Key Stage. The celebration of our cross curricular approach to the foundation subjects is further demonstrated through the wide variety of artefacts showcase in the Lyng Museum, to reward these pupils for their high quality work they receive certificates in whole school assemblies. Finally, the retention of geographical facts is celebrated through the Giant Knowledge Quizzes where expert pupils are rewarded with certificates.