



Dream Big, Aim High  
& Make a Difference

## Potley Hill Primary School Geography Policy

### **Vision Statement for Geography**

*“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” – Barrack Obama*

At Potley Hill Primary School, we feel it is important to nurture and encourage the natural curiosity all humans have to explore; to shape and direct it to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. 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. We also aim to instil in children a sense of environmental responsibility and encourage them to understand environmental issues at a local and global level. Running through all of our Geography work at Potley Hill is the idea that we are motivating and inspiring our children to find out about their world, both physical and human, so that they can take an active part in contributing to and protecting this world as they grow up. As a whole school, we look at countries around the world and learn about the similarities and differences between British culture and others, for example in our Diwali assembly.

### **Our aims for Geography in Early Years Foundation Stage:**

In EYFS, Geography comes under the curriculum area of ‘Understanding the World,’ providing links with science and history. We encourage the children to explore our outdoor area and investigate the plants and animals that we find there – we draw them, label them, research them, make homes for them and follow the children’s interests in learning more about them. We introduce the beginnings of map work, encouraging children to look closely at what they see and to draw it accurately.

### **Our aims in Geography in Key Stage 1 and 2:**

- Provide an engaging Geography curriculum that inspires a love of learning about our world and how it has evolved over time.
- Develops the children’s language and oracy skills through the introduction of geographic vocabulary when learning about both human and physical geography.
- Build upon the pupils’ geographical skills, knowledge and understanding using a variety of teaching and learning styles (including ICT).
- Develop an increasing understanding of places in local, regional, national and global contexts
- Enable children to learn the skills of critical thinking as they discover how our actions today are affecting our planets future.
- Develop knowledge and understanding of how places and cultures may be similar and how they may differ
- Include opportunities for pupils to be active learners through supervised fieldwork activities

- Use of a wide variety of geographical resources including map work and direct experience to support geographical learning
- Develop a critical awareness for the environment locally, nationally and globally
- Facilitate opportunities for the children to take an active interest in the world around them. For example: our children ask questions both in school and at home about what they have learnt, keep up to date with current affairs by watching Newsround and taking part in whole school assemblies which touch on the latest global events, share geographical experiences with peers and staff and apply their knowledge to other curriculum areas throughout their school careers.

Children at Potley Hill Primary School will have access to a geography curriculum which extends and enriches each child according to their ability and draws upon skills they are developing in other subjects such as English and Maths.

### **Assessment:**

We assess children's work by making judgements as we observe learning activities during geography focused topics. Key questions and aims have been identified from key performance indicators and teachers will assess children's overall outcomes against these aims using the following terms:

**BLW** = the objective has been taught but the child needs further support or scaffolding to start working towards achieving it.

**WTS** = the child is working towards achieving the objective

**EXS** = the child is working at the expected standard to achieve the objective.

**GDS** = the child has exceeded expectations when achieving the objective

Cover pages will be stuck into Learning Journals which allow teachers to assess continually against these aims. Children will also be encouraged to write a brief assessment at the end of each project from Year 1 upwards (these might be scribed by an adult when needed). Teachers will also keep ongoing records on the foundation subject recording sheets, which identify children working at WTS and GDS in order to highlight children who require support or further challenge and this sheet is passed up through the school with the children.

### **Monitoring and reviewing:**

Monitoring is undertaken by the subject leader through book scrutiny, lesson observations, Pupil Voice sessions and feedback is given to teachers. Findings are recorded in the subject leader's 'subject story' which provides an overview of progress, pupil voice and strengths and weaknesses within the subject. An action plan is developed and implemented each year, linked to the School Improvement Plan. Monitoring at different points is therefore planned and the action plan is evaluated annually.

**Reviewed: November 2024**

**Next Review: November 2027**