

**Geography Policy
October 2023
Fairburn View**

Signed by: _____

Chair of Governors

Review Date: October 2025

Intent

At Fairburn View Primary School we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our Geography curriculum is designed to provide children with the core knowledge they need for success in education and later life. It provides children with, coherent, relevant and progressive knowledge of the world. Through exploration of Location and place, Geographical scale, Making connects and Geographical knowledge.

The Geography curriculum at Fairburn View Primary School aims to prepare children in understanding the world around them and prepare them for the next stage of their education. We want our pupils to be well-rounded members of society with strong morals, emotional intelligence and integrity. The four key drivers for our curriculum are:

Entitlement, Vocabulary and Cultural Literacy, Subject-Based, Subject Content.

In addition to the school's main drivers, the Geography curriculum aims to:

- Uphold the quality in teaching, expectations and presentation that is in core lessons
- Deliver a broad Geographical curriculum with a range of activities
- Give children a sound knowledge of the curriculum
- Lessons which motivate and inspire children
- Lessons which allow children to flourish in areas in which they may not in other subject areas

- Allow children to be creative and imaginative

At Fairburn, we endeavour to achieve these aims alongside our own school ethos and values.

- Use adaptive teaching to ensure all pupils make expected progress.
- Ensure all students with special educational needs are given the support needed to access the curriculum.

Implementation

Teachers will provide the following to ensure development:

- A clear cycle of lessons, providing progression and depth focusing on the relevant knowledge.
- Rapid recall in each lesson – multiple choice quizzes, discussion to increase their working memory. Covering learning from previous years.
- Challenge and mastery.
- We use SeeSaw to demonstrate collaborative learning and progress in the classroom alongside Geography books.
- Class trips and visitors to engage and enhance their learning and experience in school.
- We use adaptive teaching to ensure inclusive learning and progress for all. Provisions are provided for those with visual impairments and extra support for SEN from teacher and teaching assistant.
- Collaborative learning continues every lesson enabling discussion and differing views.

Impact

Through the development of our curriculum, we have motivated and curious learners who enjoy and feel passionate about their learning. Our Geography curriculum is well thought out and is planned to demonstrate progression. If children are able to keep up with the curriculum, they are judged to be working at age related level. Our Geography curriculum is planned in a way which promotes cultural capital, provides learning opportunities and keeps children up to date with current local and worldwide events.

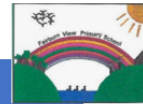
By the end of KS2 we aim for our children to:

- Well- rounded.
- Have a sound knowledge of the earth and its features.
- Be confident to portray opinions and join in discussions.
- Have a sound knowledge of the continents of our world.
- Have a sound knowledge of Geographical enquiry.

Whole school overview



Subject Overview - **Geography**



	Autumn	Spring	Summer
EYFS	Exploring our home, school and local environment. Understand the effects of different seasons on the environment.	Identify different countries in the world and discuss the differences they have seen in photographs. Recognise the similarities and differences between life in this country and life in other countries.	Recognise that some environments are different from theirs.
Year 1	<i>Here I am</i> Exploring key human and physical features in the UK and introducing fieldwork	<i>There you are</i> Comparing the human and physical features of the UK with a non-European country	<i>Where we are</i> Locating countries, continents and oceans and exploring some human and physical feature
Year 2	<i>Mini Mappers</i> Studying the geography of the local area	<i>Hot and Cold Deserts</i> Comparing the features of the Sahara and Antarctica	<i>Investigating Rivers</i> Understanding key features of rivers, and the opportunities and challenges that settlements near rivers face
Year 3	<i>United Kingdom</i> Understanding the key geographical features of the United Kingdom	<i>Investigating Mountains and Volcanoes</i> Understanding how volcanoes are formed and the human and physical impacts they can have	<i>Looking at Europe</i> Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism

Subject Overview - **Geography**

Year 4	<i>A village in Brazil</i> Understanding the physical features and climate of Brazil, and the human settlements and economy	<i>Rainforests</i> Understanding the key features of a rainforest ecosystem, the benefits they have and the threats they face	<i>Earthquakes and Human Settlements</i> Understanding why earthquakes take place and what effects they can have on human settlements
Year 5	<i>Investigating World Trade</i> Investigating the process by which food is grown, traded and transported to our supermarkets	<i>Investigating Water</i> Understanding the water cycle and the features of rivers	<i>Climate across the world</i> Understanding time zones, climate zones and biomes, and the effects of global warming
Year 6	<i>Improving the environment</i> Understanding the need to reduce waste and the use of non-renewable energy	<i>Living on the Edge</i> Comparing a European refugee camp to an Indian slum, and understanding push and pull factors for each?	<i>I am a Geographer</i> Posing questions, completing fieldwork and presenting a geographical investigation

Progress

In Geography a non-core subjects, a test is not always applicable when measure pupil progress. Therefore, as a school we use either a hot and cold task, 'What do we know?' sheets (one at the beginning of a new topic and one at the end) or an appropriate assessment measure. Using

these shows immediate progress within each topic and allows teachers to give summative assessment, which is built up over the year.

Inclusion/SEN

Differentiated activities and support packs available to support less able and to extend more able pupils. Children with barriers to learning, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of the Early Years Foundation Stage Curriculum / National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

Provision across school for children with Special Educational Needs to be used as and when required.

Area of need	All pupils where appropriate	Pupils at wave 2 interventions	Pupils at SEN Support
Cognition and Learning	Differentiated curriculum planning, activities, delivery, support and outcome. Increased visual aids/modelling , use of IWBs	Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading with TA Additional Phonics Support with teacher or TA	Intense English or Numeracy support. Specific teaching-individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables

	<p>Illustrated dictionaries Use of writing frames. Access to word processor In class support from TA's Focused group work with TA's e.g. Guided Reading. Recall of prior learning Flashback</p>	<p>Small group teaching of basic English/numeracy skills with teacher or TA. Coloured overlays WALLS-Dyslexia Programme Write Dance/Rainbow words Read, write ink Pre teaching Memory training</p>	<p>Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention(Downs) Toe by toe</p>
<p>Communication and Language</p>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities</p>	<p>Specific teaching of individual targets In class support from TA with some focus on supporting speech and language Time to Talk Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor</p>	<p>Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from CIAT RLI-Reading Language Intervention(Downs)</p>

	Drama Pupil Voice School council WELCOMM Language Screener		Objects of reference Timmy Tongue Drawing and talking therapy.
Emotional, Behavioural and Social	Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening	Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentor ing/behaviour plan Good to be me	Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Music Interaction Social Stories/Socially Speaking Social Monitoring Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Individual counselling/mentorin g/behaviour plan Boxall profile Bereavement, loss, transition support.

<p>Sensory and Physical</p>	<p>Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan</p>	<p>Specific teaching of individual targets Use of Alphasmart Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag</p>	<p>Specific teaching of individual targets Use of Alphasmart Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan / It's in a bag</p>
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Assessment

Children will be teacher assessed alongside the Geography policy and skills implemented. What do you know sheets at the start of the topic and what do you now know sheets will be used at the start and end of each topic to assess progress made. Teachers then assess if children are working at, below or above age related.

Monitoring and evaluation

Monitoring and evaluation take place in the following ways:

- The subject leader along with SLT will complete a 'deep dive' with their subject once a year and complete a subject evaluation form.
- Subject leader will monitor the implementation of the progression map, through book scrutiny.
- The SLT plus the subject leaders monitor Geography planning each half-term. The subject leader is responsible for overseeing Geography across school.

Safeguarding

At Fairburn View Primary school we take the safeguarding of our staff and students seriously. Any concerns raised within the teaching of Geography must be directed to a member of the DSL team, in line with the schools safeguarding policy.

Parental Involvement

At Fairburn View Primary school we encourage parental involvement at every stage possible. This is done via regular updates on our website and year specific Facebook Pages depicting school life, progress and children work. Parents, during consultations and reports, are kept up to date and involved with pupils' attainment within the subject.