**Geography Policy**



**Intent Statement**

**At Pinders Primary school the intent of our Geography curriculum is to deliver a curriculum that develops children's experiences and understanding, inspiring and igniting their curiosity about the wider world in the past, present and future. In order for our children to understand their surrounding world, we provide them with opportunities to explore the local area of Wakefield and understand what makes it unique. Increasing children's exposure to exploring the world around them helps develop their geographical skills and provides them with opportunities to develop their knowledge. At Pinders Primary, we celebrate our diversities and have used these to develop a unique curriculum which is relevant to our community and acknowledges the range of cultures we have.**

**Reading is at the heart of our curriculum and the use of topical geography based texts will foster a love geography and help to develop their understanding of our culturally, socially and technologically diverse world.**

This intent is to be delivered through a carefully structured topic based curriculum, which has a clear sequence of learning. This has been mapped out over a two year rolling program.

**Long Term Overview**

**Skills + Vocabulary**

**Knowledge + Vocabulary**

**Sequence of Learning**

**3-D Curriculum**

At Pinders, we have worked with the Senior Leadership team and subject leader to create a unique curriculum that suits the needs of Pinders’ learners.

Horizontal links (HL) are planned within the termly topic for all subject areas. This strengthens the learnt knowledge and the development of their schema.

Vertical Link (VL) are planned to show where there is clear prior knowledge that is being built upon within individual subject areas.

Diagonal Links (DL) are made where key vocabulary and concepts across different areas of the curriculum are pulled together to strengthen the complexity of pupil’s schema.

**Knowledge**

The knowledge to be taught for each unit has been identified and set out to ensure consistency of teaching and to allow for the pupils to build upon prior learning, revisiting and refreshing taught knowledge at each stage. By making these links throughout all areas of the curriculum children’s knowledge is being built upon and the learning is deepened.

**Skills**

Pinders Primary has worked closely with the Wakefield Trust to ensure progression of skills from nursery to Year 6. These skills are clearly set out for each thread of Geography learning and are to be taught alongside and through the delivery of the knowledge.

**Vocabulary**

We provide a vocabulary rich environment at Pinders. Key vocabulary is planned and taught; this vocabulary is directly linked to the knowledge and skills being taught. This ensures our children get a robust and challenging diet of vocabulary that contains tier 2 and tier 3 vocabulary.

The knowledge and vocabulary for each unit of art work is placed within a knowledge organiser. This organiser is a tool for the children to use to support them with learning and embedding knowledge and vocabulary into their long term memory. The organisers are also shared with parents to support home learning.

**Assessment and Recording**

Assessment is primarily carried out formatively whilst observing during lessons and carrying out pupil conversations. Throughout the children’s learning journey they will take part in knowledge quizzes to test how much knowledge is being retained. Assessment of pupil’s progress and outcomes is completed against exemplified pieces of work for each year group and thread of learning.

The Geography leader will keep evidence of pupils work electronically and exemplifications are shared on the school website.

**Early Years- Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**Monitoring and Review**

The monitoring of the standards of children’s work and the quality of teaching in Geogrpahy is the responsibility of the Geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography leader has specially allocated management time, which is used to review evidence of teaching and learning across the school.

The policy is a working document and therefore is open to change and restructuring as and when the need arises. It will be reviewed as part of the whole school review programme.

Governors will work alongside the subject leader to ensure the policy is being followed to successfully deliver the planned outcomes. Planning is monitored every half term to ensure coverage and rigour. There is a named governor who has responsibility for the subject.