



Geography policy

Last updated by subject leader

September 2021

**Last reviewed by Principal and
Headteacher**

September 2021

Next review due

September 2022

Overview of the subject

- Geography is led by Jackie Morrissey. The subject link coordinator at the preparatory school is David Brandon.
- At the preparatory school, children in the EYFS are taught geography through the general topic, *Knowledge and Understanding of the World*. At KS1 and KS2, geography is taught weekly. It is taught by the class teacher, with input and oversight from subject specialists at the Senior school. At the Senior school, Years 1, 2 and 3 are taught twice a week and Years 4 and 5 are taught three times a week.
- Geography is taught by two experienced members of specialist staff in the senior school. Both teachers have a first degree in geography and have expert knowledge of the subject.
- A regular programme of liaison with the Prep. School enables subject expertise to be shared, good geography teaching practice to be disseminated, and curriculum planning to be planned and reinforced. This ensures that transition between sites is effective, and that teaching sequences enable pupils to know and remember more, without unnecessary repetition or confusion.
- Curriculum plans, which reflect all National Curriculum aims, are well sequenced and progressive. Through them, pupils develop geographical knowledge and skills. In physical geography pupils learn about processes, features and management. In human geography pupils are taught to be aware of the impacts of our role in the world as it has become today. In environmental geography pupils learn about the relationship between physical and human geography and the outcomes and impacts of these interactions. In all of these units there is a focus on a range of world locations and their global relevance. All units provide the pupils with the opportunity to develop a variety of geographical skills.

Intent

The Curriculum has been planned towards a natural progression from topics previously studied, for example, in physical geography they study Rivers, Glaciation and Coasts. All of which include the same processes. This provides consolidation of geographical skills and knowledge.

Many of the units studied at Key Stage 3 provide the basis for learning at GCSE.

Throughout Key Stage 3 it is emphasised that many of the topics are the foundation for learning at GCSE and these units are clearly identified in our teaching.

The first year curriculum is the foundation in geography and the first 'rung on the ladder' to further learning. Much of the knowledge and skills are revisited at later stages of the curriculum. This enables pupils to progress in a measured, exploratory

way. Opportunity is frequently provided for independent research, supported by structured feedback.

At the beginning of a unit the outcomes are always clearly identified and referred to during the teaching of the topic. Each lesson commences with a discussion and noting of the learning objectives which are later reinforced in the plenary.

We are constantly adjusting and adapting our curriculum to include current and relevant examples. This increases engagement and understanding of the pupils so that they can apply theory to reality. This brings geography to life for the pupils.

Implementation

Through a variety of teaching methods, activities and resources pupils are provided with the opportunity to learn key geographical concepts.

Work is marked on a regular basis with feedback provided and common misunderstandings addressed in lessons, where relevant and where necessary activities revisited.

Key processes, skills and examples are revisited throughout the course enabling progression in the subject. Use of case studies and educational visits brings reality to the theory and therefore provides greater understanding for the pupils.

There are regular assessment points throughout the year which inform staff on learning and understanding. As a department we moderate the assessments and identify areas of strength and weakness. From this we jointly develop progression points and if required revisit areas of the curriculum to ensure thorough understanding. The assessments set for the pupils use the key GCSE command words utilising their knowledge to identify true understanding of the subject. They are also required to analyse sources effectively in their responses.

Each topic provides pupils with an opportunity to develop new knowledge and skills. This is identified through homework set and regular testing. The tasks provide the pupils with opportunities beyond the classroom for independent learning.

Impact

The curriculum we deliver inspires a curiosity and fascination about the world and its people. It equips pupils with a deep understanding of the global environment, diverse places, people, resources and environments around them. It also develops an understanding that the Earth's features are interconnected and change over time.

As well as achieving excellent examination outcomes, pupils are able to hold informed opinions which can be applied to local and global issues as they occur. We aim to ensure that pupils finish their study of the subject as competent and passionate geographers, able to apply their geographical skills and knowledge in the decisions they make in everyday life.

Cultural capital

Geography is an ideal subject to offer opportunities for pupils to become educated citizens. Through the topic studies they develop a cultural awareness, are able to identify features of different societies and are able to make balanced judgements on positive and negative impacts of different ways of life. In lessons they have the opportunity to discuss and debate issues and are taught how to reach a justified conclusion. This is a skill they develop through our teaching that also provides them with an awareness of their role and the role of others in our society and globally. Through this, pupils become aware of and appreciate the contribution that they can make in the future to society.