



The Orchard Vision: *Inspiring Success*
Values: *Determination, Courage, Respect*

The Orchard Geography Policy 2023

School Aims

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves. We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

Aims of Geography Policy and Practice

Through our teaching of Geography, we aim to:

- Stimulate the pupils' interest in and curiosity about their surroundings
- Create and foster a sense of wonder about the world
- Inspire a sense of responsibility and respect for the environments and people of the world we live in
- Develop pupils' competence in specific geographical skills
- Develop pupils' ability to compare and contrast different places
- Increase the pupils' knowledge and awareness of the world
- Help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision-making

Approach

The coverage and content of all Geography at the Orchard School is in line with the 2014 National Curriculum for KS1. In the Early Years, the children's experiences of Geography come through the 'Knowledge and Understanding of the World' element of the Foundation Stage Curriculum. Geography is taught in a mixture of discrete and cross curricular lessons, as part of a termly Geographical topics.

Enquiry

Emphasis will be placed on the development of key Geographical skills, particularly observing, questioning, recording, communicating information and evaluating. Teaching will encourage questioning and topics are designed to enable children to reinforce and build upon prior learning enabling them to use and apply the skills that they have learnt in a variety of contexts.

Community and Global Links

We want children to have a natural curiosity about the world around them and grow as global citizens during their time at The Orchard. Whenever possible, the school provides opportunities for children to visit localities of interest in

order to enhance their understanding and appreciation of their local environment. The curriculum is enriched by visitors, speakers and special events such as International day / week. We encourage children to share their languages, cultures, festivals and experiences from around the world. At The Orchard we aim to develop responsible citizens who take care of their local environment and community. Children are involved in recycling paper and fruit waste and parents are encouraged to recycle clothes in our clothes bank.

Continuity and progression

We ensure progression through our planning, so that our children grow as Geographical thinkers and learners, building on their knowledge and understanding and encouraging this application of skills. The National Curriculum promotes development of skills by assessing whether children are confident to use and apply the skills that they have learnt in different contexts. By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In the Early Years the children's experiences of Geography come through the 'Knowledge and Understanding of the World' element of the Foundation Stage Curriculum.

Content

In Key Stage One the children are taught to develop their skills in the following areas:

Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

Place knowledge

- Understand geographical similarities and differences through studying the geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identifying seasonal and daily weather patterns
- Locating hot and cold areas of the world
- Use basic geographical vocabulary to refer to key physical and human features
- Use world maps, atlases and globes to identify the United Kingdom and other countries studied in this key stage
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map

Geographical skills and fieldwork

- Use aerial photographs to recognise landmarks and basic human and physical features
- Devise a simple map
- Use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school
- Identify human and physical features of the local area

Assessment

Children are assessed through their class-based Geography lessons. Teachers observe children, listen to their discussions and individual contributions/comments. Teachers mark work in their Geography books, noting whether work has been achieved independently and whether success criteria have been met. At the end of each year teachers will make and report a judgement, recording whether the expected standard has been met alongside commentary of a child's attitude toward and interest Geography. Foundation Stage teachers will assess attainment using the Early Learning Goals. In Key Stage One, the judgement of attainment and progress lies with the class teacher based on evidence in the children's books, photographs, observations, interactions and knowledge observed throughout the year of how the children use and apply the skills that they have learnt.

Monitoring and Evaluation

Geography book scrutiny is carried out regularly throughout the year. The geography subject leader analyses the:-

- quality of learning and independence
- quality of teaching and tasks
- quality of marking
- coverage
- continuity and progression across the school

Feedback is provided to all teachers.

Classroom observations are carried out annually.

Planning is analysed annually.

The geography subject leader evaluates strengths and weaknesses in the teaching and learning and creates an annual action plan based on these.

Inclusion

Children with SEND are included in all lessons throughout the school day. In order to ensure all children, have access to the Geography curriculum, class teachers ensure:-

- resources are appropriate – e.g. visual, tactile
- support is given where needed
- pre-teaching of key vocabulary/concepts is provided when needed
- tasks are differentiated

January 2023