ACE Learning



Geography Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent

At ACE Learning, we believe that Geography is a crucial subject to help pupils understand their links with, and effects on, the natural world and their links with other people in the wider world. Geography is the study of our physical and human environment through the processes which shape it and the people who live in it.

Objectives

These are as follows:

- to develop contextual knowledge of the location of globally significant places and having the ability to locate these on a map, making links with local areas, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand how key physical and human geographical features of the world are created and changed and the effect time can have on these features;
- ensure pupils are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ensure pupils can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) *and*
- for diverse methods to be used to communicate geographical information, including through maps, numerical and quantitative skills and writing at length.

Curriculum Progression

The knowledge and skills ladders for Geography clearly outlines how learning progresses. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met, including the EYFS.

These are delivered through the following component strands:

- Locational knowledge
- Place knowledge
- Physical Geography
- Human geography
- Geographical skills and enquiry (field work, map work, making maps)

Vocabulary development

Vocabulary has been deliberately structured so that each year group builds on previous learning. The skills vocabulary grid outlines progression between the EYFS and year six. Theme overviews contain vocabulary linked to subject knowledge.

Approaches to Teaching and Learning

Throughout Key Stage 1 and 2, we aim to encompass local areas relevant to each academy, including visiting areas of local interest. We also relate to the pupils' and staff's experience of access to services, such as hospitals and leisure facilities in nearby towns. Teachers utilise the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios. Links are made to all subject areas where possible within each theme. These links are tracked

closely so that over the course of both cycles in each learning stage, children are acquiring the skills that are appropriate for their year group.

The following organisational and pedagogical strategies should also be adopted, where appropriate:

- Modelling the use of language and asking geographical questions for inquiry and to process data and have the ability to analyse and reflect on findings
- Promote active learning and geographical enquiry through for example, the use of Mantle of the Expert to deliver lessons in a cross-curricular way as well as visual and first-hand experiences for children to be active in their learning (fieldwork, role play activities, direct teaching, practical simulations (e.g. using sand and water to simulate the process of erosion) and the use of technology to process data and retrieve information.
- Encourage pupils to record their work through maps, diagrams, drawings, graphs and writing, some of which should be extended writing.

Resources
Staff have access to well stocked topic boxes as well as use of online resources to support the teaching of Geography.

Health and Safety
Hazard perception is crucial for geography visits. Staff must assess potential hazards and plan how to deal with them, to inform the risk assessment. Pupil supervision guidance must be followed.

Assessment
At least once a year, summative assessments will be made; teachers will report on how well children are working against their year group's objectives for Geography.

Monitoring Impact
Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The Geography leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of Geography will be recorded by the subject leader and reviewed regularly.