

LOUDWATER COMBINED SCHOOL

Geography Policy

Intent

At Loudwater School our intent in teaching Geography is to enable our children to have a depth of knowledge and understanding of the world around us and to have the ability to be able to communicate this in a variety of ways. We aim to inspire in our children a sense of awe and wonder about our world with our curriculum that has many links with other subjects and takes us beyond the confines of the classroom.

Our teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes. We also focus on the formation and use of landscapes and environments.

Our pupils develop a contextual knowledge of the location of globally significant places, both on land and sea, including their physical and human characteristics and how these provide a geographical context for understanding geographical processes.

Through our geographical teaching, we teach the skills to enable children to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens their understanding of geographical processes. Children also need to be able to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs. We also provide opportunities to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Geography in Loudwater School is taught according to our Schemes of Learning which identify the key knowledge and skills that must be taught in each unit of learning.

We aim to teach the children using our outdoor spaces whenever appropriate.

We have very good links with the Chiltern Rangers which enable us to work both inside our school and have links with community projects.

Throughout the year there are school trips that are specifically linked to aspects of the Geography curriculum.

We make cross curricular links where possible but we also know how important it is for children to recognise when they are learning about Geography so we ensure that the curriculum area is explained to the children to make this explicit.

The work that the children do as part of the geography curriculum is recorded in their topic books. There are times when geography projects may be undertaken as a home learning project. Work brought into school from home will be celebrated and, where possible, displayed.

The role of the Geography subject leader

The most important role of the Geography leader is to ensure that all of our children are receiving a high quality geography education with equal opportunities for all children.

It is also to monitor the Geography curriculum by:

- Ensuring that the Schemes of Learning are taught by looking at planning and pupil books
- Moderating children's work
- Learning walks
- Pupil interviews

The Geography subject leader is responsible for updating the policy and imparting information to colleagues about any subject developments. Providing information about Geography teaching to the governing board is also a key role.

Impact

At the end of each academic year we aim for all children to have the geographical knowledge to enable them to take the next step in their learning journey. We also aim to equip them with the essential knowledge that they may need for future success (cultural capital).

The impact of our Geography teaching is assessed during each lesson when we feedback to children and provide them with the information that will guide with the next step in their learning. This assessment also allows staff to adapt or change their teaching in order to ensure that our teaching is effective and that learning is maximised. Termly assessments are undertaken for Geography by staff using Sonar Tracker. Class teachers also complete assessment grids to evaluate pupils' understanding of each unit of learning. Interviews with pupils give us insight into the impact of our geography teaching.

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