



# **Geography Policy**

2024-25

## Intent

At Manor Farm Academy, we aim to inspire curiosity and the love of the wider world; teaching our children about diverse places, their features and the people that live there. Our geography curriculum is crafted to support our pupils to describe, question, compare and discuss the world, as well as their place within it. We strive to promote in our pupils a sense of awe and wonder beginning with their own locality before exploring the wider world.

Rising Stars Geography provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on geographical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions.

The geography curriculum at Manor Farm Academy enables children to develop knowledge and skills that are transferable to other curriculum areas and are used to promote pupil's spiritual, moral, social and cultural development. Geography is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Manor Farm Academy Primary and also to their further education and beyond.

We will deliver a curriculum that:

- Uses progressive vocabulary.
- Sequences learning sequentially to ensure the children develop their existing knowledge.
- Explores topics that inspire passion and a love for learning.

- Encourages pupils to express their voice and to use it confidently to debate topics such as deforestation and renewable energy.
- Has cross-curricular links to other subject areas within our curriculum.

## Implementation

Revisiting ideas and concepts in different, more challenging, contexts later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures.

We use the Rising Stars Geography scheme as a basis for teaching National Curriculum geography as it is progressive, well-sequenced and engaging. It is led by enquiry, in order to develop both children's skills and knowledge and enriched by experiences to maximise learning for all children.

Three geography topics will be delivered each year, on a carefully designed, progressive 2 year rolling program. Teachers will deliver lessons weekly on alternating half terms.

So that every child is given the best possible opportunity of achieving the highest standards in geography the way in which we teach this subject includes:

- Using high quality resources and enquiry-based learning.
- Building on prior knowledge as well as revisiting previously taught skills.
- Providing enrichment experiences: visits and trips, to give the children real-life contexts for learning.
- Having a clear purpose and context for outcomes where appropriate.
- Making links to previous learning across year groups and key stages.

In addition:

- The Geography Subject Leader will seek appropriate and relevant training and the opportunity to keep developing their own subject knowledge, skills and

understanding, so they can support curriculum development and their colleagues throughout the school.

## Impact

Questioning is used to assess understanding and extend thinking; in this way, misconceptions and gaps in learning can be quickly and directly addressed; verbal and written feedback will address key areas for progress, which will be acted upon throughout the lesson and through a sequence of lessons. Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant).

Children who are finding learning more difficult, who have gaps in knowledge and skills, or who are making limited progress will be quickly identified and targeted to be provided with small group support within lessons, additional same day intervention (which may include 1:1 feedback and additional supported tasks, such as pre-teaching of vocabulary) or differentiated tasks within the whole-class lesson.

Finally, an online end-of-unit quiz is also included in each unit. By their nature, these usually test retention of what has been taught but inform the teacher of what needs revisited and reinforced.

In addition, we measure the impact of our curriculum through the following methods:

- Pre- assessments
- The ELG in Reception.
- Outcomes of pupils.
- MTP tracking documents.
- Monitoring of history books and work on display.
- Marking and verbal feedback.
- Learning walks.
- Pupil discussion.
- Discussion with other teachers.

Lesson Planning & Delivery.

- Geography is taught between 60 and 90 minutes per each alternating half term. This consists of a pre-assessment and subsequent lessons linked to the MTP LTs and the outcomes of the pre-assessment.
- Pre-assessments and all LTs are taken directly from the Geography Progression of skills document which is within the MTP. This ensures that pitch and progression is accurate and aspirational for all.
- All pre-assessments inform future planning and necessary amendments are made to ensure that learning is personalised to the needs of those pupils. E.g. If a pupil shows that they are secure in an area of the pre-assessment, they will access more challenging work, as described in the Geography MTP document.

### Books

- Presentation is of a high standard and displays our pupils' pride in their learning.
- Sequences of work closely mirror the MTP, with LTs taken directly from there.
- Learning is demonstrated in a range of ways to maximise pupil engagement. E.g. written, diagrams, pictorial, mind maps, map work, pic collage to show physical approaches.
- Worksheets are only used to either enhance or support learning where such a scaffold is deemed necessary.
- Where possible, pupils record work in their books.

### Effective Feedback:

- Pre-assessments and subsequent lessons are marked in line with the schools' feedback policy.
- Live feedback and marking is used to move learning forward. Here misconceptions may be addressed, or pupils may be challenged more deeply in their thinking.
- Self and peer marking will be evident through the use of purple pens. Where pupils have made errors in their work, there will be evidence of how this has been corrected. Peers may also set a probing question to further understanding.

### Scaffold & Challenge:

#### *Ideas for scaffold:*

- Pre-teaching (morning work or home tasks) or Point of Need intervention (PON).
- Teacher or peer as expert modelling.
- Working walls.
- Use of the world map.
- "What a good one looks like" examples of high quality responses.
- Workshops, visitors or experience day visits.

*Ideas for Challenge*

- Problem solving type questions or scenarios.
- Open-ended questioning which may have multiple "correct" answers.
- Generating questions.
- Considering multiple viewpoints along the same theme.

## **Lesson Planning & Delivery**

XXX planning and lesson delivery ...

We show success in mathematics through:

### **Lesson Planning & Delivery:**

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### **Books (Appendix 2):**

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### **Effective Feedback:**

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### **Scaffold & Challenge:**

*Ideas for scaffold:*

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*Ideas for challenge:*

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*Challenges do not always need to be printed in the form of a sticker/additional task (at the end of a lesson). This could be displayed on a working wall for children to record and respond to in their books.*