



Geography Policy

Aims

At Rainbow Forge Primary Academy, we believe a well taught Geography curriculum should develop and broaden our pupils' geographical knowledge as well as ignite pupils' enthusiasm and enjoyment of the subject.

We strive to plan and teach a geography curriculum which:

- Inspires our pupils about the world and its population.
- Provides our pupils with solid foundations and in-depth knowledge for understanding the world, in order for us to build upon these through school to broaden their vocabulary and develop their geographical skills.
- Promotes geographical enquiry and engagement within our local area through fieldwork and first-hand experiences.
- Captures our pupils' curiosity about the world and what they observe in order to develop a respect for their surroundings, living things and processes.
- Allows equal opportunities for each pupil to use their geographical knowledge and skills across the curriculum.
- Is in line with the EYFS Development Matters and the National Curriculum 2014.
- Follows our school's geography progression map, which is split into locational knowledge; place knowledge; physical geography; human geography; map skills and fieldwork skills.

How we teach

Our pupils have lessons in geography throughout Key Stage One and Key Stage Two, planned using the Focus Learning Challenge curriculum, as well as subject leader and year group teachers' knowledge. In Early Years, geography is mainly embedded in Understanding the World but can be targeted cross curricular. We also provide additional opportunities for geographical learning through visits and fieldwork. Our teachers and subject leader create high quality geography lessons in which we expect our pupils to achieve high standards.

In EYFS, geography is explored in planned activities and self-initiated play in continuous provision. Our pupils are assessed through observation snapshots relating to the Development Matters framework. At the end of the school year, the early year's team will decide if each child has met the Early Learning Goal or at what age they stand at.

In Key Stage One and Two, geography is taught in topics over the school year. These topics are outlined on the Whole School Overview. From Year One to Year Six, we introduce advancing vocabulary, key skills and knowledge to our pupils, building on their prior ability.

Our pupils' geography work is recorded within their geography books and assessed by the class teacher against the identified outcomes at the end of each topic. The key vocabulary and sticky knowledge for each topic is compiled onto a Knowledge Organiser which is stuck in each child's book at the beginning of each unit.

Monitoring

Rainbow Forge is dedicated to constantly improving our teaching of geography. By creating this successful approach, we are providing our children with secure, in-depth foundations that will build a wealth of knowledge throughout their school years with us. We do this by providing interesting, exciting lessons along with first hand experiences of the local environment.

The geography lead is responsible for reporting on the standards of the geography teaching throughout school to the senior leadership team as well as reporting back to staff. This is completed using learning walks, lesson observations, book scrutinies and pupil voice.



Marking

Geography work should be marked in a contrasting colour pen from the child's work and should be marked before the next lesson in order to inform the following lesson's planning. The marking should relate to the learning objective. Pupils should be given time to respond to marking; to make any changes or corrections. This should then be acknowledged by the teacher.

If anyone but the class teacher has marked the work, this must be stated. Staff in school should initial the work. If it is a supply teacher, 'supply' must be written.

Spelling should be corrected based on the pupils' level of understanding. 3 spellings at the most should be identified, and the pupil should use 'look, cover, write, check' underneath. Grammar should be approached in the same way. If the pupil needs to edit, they can do so in a green pen.

Presentation of work

Geography work should be set out as stated in the 'Presentation of work' policy. The long date should appear at the top right corner of the page with the learning objective on the next line down, starting at the left hand side. The learning objective should be underlined, by the teacher or the pupil if year three and above. Pupils must then miss a line, then begin their work.

Any worksheets completed must be stuck in A4 size and not folded. A new page must be started for each piece of work. Pupils should use a pencil or pen (if they have their pen licence). When using a pen, pupils must put a single line through a mistake. Good handwriting is expected of the pupils.

A title page should be included in theme books to separate topics. If any drawings or decorations are completed, they must be done so in pencil and coloured using pencil crayons.

Display

There should be a permanent theme wall in the classroom based upon the current topic. The learning wall should reflect as well as support the learning that is taking place in the classroom.

There should be a theme wall in the classroom that also celebrates and displays work from the previous topic. This display should be eye catching and inviting to both staff and the pupils.