

CORSHAM PRIMARY SCHOOL

Geography Policy



Reviewed: May 2025

Policy Ratified by the LGC: May 2025

Next Review Date: May 2028



Being a Geographer: an approach to Geography



What is the point of Being a Geographer?

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip 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 should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of being a Geographer are:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- 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
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Where does it come from?

Being a Geographer is integrated into our curriculum through Curious-city. An enquiry-led, local learning approach to the National Curriculum 2014. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also encourages teachers to think of how they encourage learners to 'Be a Geographer' instead of simply teaching them Geography.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of Being a Geographer.

What does Being a Geographer Subject Leader entail?

- Provide encouragement and ideas to staff across the school, supporting subject knowledge
- Monitor content and enquiries and be mindful of coverage 'v' skill acquisition
- Collect and evaluate different voices with regard to Being a Geographer
- Ensure enquiry planning and learning books are sufficient to effectively represent Being a Geographer

What is 'covered'?

Essentially, a Curious-city curriculum uses the National Curriculum 2014 areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local

companies, charities, organisations, individuals and objects are used as foci to enhance and instill a sense of curiosity, pride and stewardship.

How is Being a Geographer monitored and assessed?

Subject Leaders review enquiry books, planning and displays. This helps to not only ensure coverage and 'matching up' progress throughout a year group in line with the whole school curriculum map, but also gauge pupil reactions to learning and provides an opportunity to collect different voices.

As there is no requirement to formally report attainment of Geography, Being a Geographer is assessed through monitoring how a learner responds to enquiries and whether they show a particular enthusiasm and disposition towards it, or, if they constantly needed support in order to access it. This information is recorded onto an Enquiry Tracking grid on Insights which is kept and used to inform end of year traffic lights and reports and also to inform teachers in subsequent years.

Equal Opportunities

Teachers should:

- Consider how pupils with learning difficulties will make progress Being a Geographer.
- Take care that the skills, concepts and knowledge which the children develop do not encourage gender or ethnic stereotyping.
- Ensure children with speech, language and communication difficulties understand the enquiry and task.
- Provide extension activities for those children working at Greater Depth or are more able.

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme