

Milton Road Primary School



Geography Subject Policy

Introduction

At Milton Road Primary School, we believe that a strong foundation in Geography is essential for helping children develop a sense of place, understand the wider world, and build their identity and sense of citizenship. Our approach to Geography teaching reflects our school's Cambridge Connected Curriculum while also embodying our school's CREW values: Courage, Responsibility, Excellence, and Wisdom.

When teaching Geography, we aim to inspire children's curiosity and fascination about the world and its people - their places, cultures, and ways of life - so that this develops into a deep understanding that stays with them throughout their lives. We do this through our Cambridge Connected Curriculum, which is underpinned by a strong sense of place. Children begin their learning journey in Geography by exploring their immediate surroundings, gradually broadening their perspective to include the wider local area in the city of Cambridge, the United Kingdom, and the wider world. By highlighting how the global is intertwined with the local, the children develop an appreciation for how places are connected and interdependent, making meaningful links between the local and the global. By beginning inwards and growing outwards, we seek to develop and deepen children's geographical knowledge, understanding and skills, enabling them to apply this learning thoughtfully and responsibly, for the benefit of themselves, others, and the planet.

Aims and Objectives

The aims of our geography curriculum are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a global society;
- to allow children to develop geographical skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way;
- to develop the vocabulary necessary to carry out effective geographical enquiry, with clear vocabulary progression for each year group;
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions;
- to enable children to develop the skills of the geographer in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge;
- to develop principled individuals who act with care and integrity as citizens and stewards of both local and global environments.

Curriculum Design

Our geography curriculum is underpinned by five key threads:

- **Key knowledge / Locational knowledge:** Understanding and use disciplinary knowledge in geography and locate places on the map
- **Interconnections:** Exploring how people, places and environments are linked and interdependent but also exploring the physical and human features that define them.
- **Diversity:** Celebrating the richness and variety of cultures, climates, and landscapes across the world.
- **Inquiry:** Developing curiosity and the disciplinary habits of thinking like a geographer— asking questions, conducting fieldwork, analyzing sources, and interpreting data.
- **Change:** Understanding how and why places, environments and societies evolve over time due to natural and human force.

Each unit is carefully mapped to ensure coverage and progression across these threads, allowing children to build layered, transferable understanding year by year.

Clear vocabulary progression is embedded across all year groups, ensuring children build the language necessary to understand, discuss and reason about geographical ideas with confidence.

Our Geography lessons include the following elements: **Review** of previously learned material; Introduction of new material based on a lesson **inquiry question**; Key **vocabulary** focus; **Inquiry-based** tasks and questioning; assessment, evaluation and reflection.

Cross-Curricular Links and Interdisciplinary Thinking

Our Geography curriculum has been carefully matched with our history curriculum to support interdisciplinary thinking and reinforce learning across subjects. Units are carefully planned to align thematically - for example, studying rivers alongside early civilisations, - so children can make links between human actions and geographical outcomes across time and place.

Early Years Foundation Stage (EYFS)

The EYFS is very important in the teaching of Geography in our school as the children start their learning journey at this stage. In EYFS, the children begin exploring foundational geographical concepts such as place, local environment, human and physical environment, simple maps and weather which they build upon further in Key Stage 1. Teaching and learning in Geography in EYFS is threaded within the 7 educational programs identified within the EYFS Statutory Framework and especially in the areas of Communication and Language and Understanding the World. The progression of knowledge and skills in geography are delivered through a combination of adult directed learning, fieldwork and outings, enhancement challenges, as well as child-initiated learning in Continuous Provision. Finally, the teaching of concepts is progressive and interwoven into the overarching half-termly themes.

Geography and Inclusion

At our school we teach geography to all children, whatever their ability, so that they have the opportunity to learn, progress and demonstrate achievement relative to their own level of development and understanding. We aim to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment

Teachers assess children's work in geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets for the lesson and from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child. The assessment tasks are planned carefully to be open-ended and have a variety of responses; are of varying difficulty, enabling all children to work to their full potential; they provide a range of challenges using different resources.

Resources

We have resources and equipment in our school to be able to teach all the geography units from the national curriculum. We have a good supply of geography topic books including Atlases, maps and fieldwork tools. Furthermore, our teachers and children have access to subscription website specialising in the subject of Geography which resources such as videos and films of distant places, interviews with geographers, engaging educational quizzes and challenges. These resources enliven learning and ensure deep engagement with an inquiry question.

Fieldwork

We believe that Fieldwork skills and projects are integral to good geography teaching and every topic includes a fieldwork skills or project to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site, the local community and river and the city of Cambridge.

Monitoring and Review (The role of the subject leader)

The geography subject leader is responsible for setting the subject vision and providing a strategic lead and direction for the subject in the school. They are also responsible for monitoring the standard of the children's work and the quality of teaching in geography including supporting colleagues in the teaching of geography and keeping up with current developments in the subject,

Review

This policy will be reviewed at least every two years. Date when policy was last reviewed: February 202

