



Foxyards Academy – Geography Subject Policy

Subject coordinator – Zoey Lowe

Our Mission Statement:

Achieving Excellence Together

Our mission: To foster and grow a love of learning that enables our children to access the wonderful world of opportunities that await them. To create a harmonious and tolerant community that is built on our school values of care, respect, creativity, and resilience. We do this as a family, our Foxyards Family.

Curriculum Intent:

Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant... Geography is a subject which hold the key to our future' Michael Palin

Geography inspires children's curiosity and fascination with the world and its people. They learn to become responsible global citizens and understand their impact and role in shaping the world for generations to come. It creates a sense of awe and wonder about this amazing planet we get to call our home! Geography can enable children to better understand the world and their place in it.

Our curriculum will equip children with knowledge about diverse places, people, and resources, natural and human environments, alongside a deep understanding of the earth's key physical and human processes. We want our children to develop a love of Geography to encourage them want to know more and develop a thirst for knowledge, this will then help them to make informed decisions about their role in society and the fast changing world in which we live in.

For children to become successful geographers it is crucial to develop their ability to solve problems and think critically about a range of issues. This is done through carefully planned and sequenced enquires throughout their time at Foxyards to build and develop their enquiry skills.

Achievement and Progress

The Geographical Association have defined three aspects of achievement or the 'big objectives of teaching Geography':

- Contextual **world knowledge** of locations, places and geographical features.
- **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.
- Competence in **geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

These three aspects support us to identify what progression within our curriculum should look like alongside ensuring we meet the statutory requirements as set out in the National Curriculum.

Geography Enrichment

To further develop geographical knowledge and skills, children will have the opportunity to engage in a range of fieldwork within the local area and beyond. In year 6 the children have the opportunity to take part in a week long residential. These visits are essential for children to connect their current, past and future learning to real life experiences.

We deliver our geography curriculum over a 2 year cycle due to the structure of our classes and year groups. Across the 2 year cycle children have the opportunity to develop their knowledge and skills through the revisiting of themes throughout their learning in geography

Curriculum Design



We have designed our curriculum so every child ...

- Is taught the substantive knowledge for location, place, environmental, Human and physical processes alongside the disciplinary knowledge of what it is to be a 'geographer' and think like one.
- Is provided with a broad and balanced education whatever their ability.
- Understands their place in the world and the contribution they make to society and how to become responsible, global citizens. They develop their understanding of how people and places are connected.
- Enables children to challenge stereotypes and explore places through a range of lenses and perspectives.
- Every child will have multiple opportunities to engage with fieldwork beyond the school site and have the opportunity to go on a residential in year 4 and again in year 6..
- Makes continual progress in substantive and disciplinary knowledge allowing them to develop as geographers.
- Is inspired to have a love for the subject no matter their ability.

Our curriculum is designed to meet the end of phase expectations:

Contextual world knowledge of locations, places and geographical features <ul style="list-style-type: none"> • Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts 		
Expectations by age 7 Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Expectations by age 9 Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Expectations by age 11 Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. <ul style="list-style-type: none"> • Extending from the familiar and concrete to the unfamiliar and abstract • Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments. • Working with more complex information about the world including the relevance of people's attitudes, values and beliefs. 		
Expectations by age 7 Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences, and simple patterns in the environment.	Expectations by age 9 Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and the environments. They become more adept at comparing places and understand some reasons for similarities and differences.	Expectations by age 11 Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.
Competence in geographical enquiry , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. <ul style="list-style-type: none"> • Increasing the range and accuracy of pupils investigating skills, and advancing their ability to select and apply with increasing independence to geographical enquiry. 		
Expectations by age 7 Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photographs.	Expectations by age 9 Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Expectations by age 11 Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

Curriculum Implementation:

At Foxyards Academy we encourage children to think and become geographers – they consider themselves 'earth detectives'. We provide opportunities for children to become geographers Through geographical enquiry that uses both virtual and real life field work. It is important that geography is 'felt through the soles of our feet' to get children active in their learning.

We encourage children to think independently and consider different points of views through primary source analysis and opportunities for debates amongst one another. Furthermore, by getting children to ask questions we allow them to consider different perspectives and think creatively about problems..

Organisation and Planning:

To develop our curriculum, we have used the National Curriculum Programmes of Study for Geography making sure to consider all the key areas of study. Units are designed to ensure that children build their knowledge and skills over time, they move from more local, concrete geographical enquiry through to more abstract and contemporary issues and concepts.

Geography is delivered weekly to enable children to build their knowledge and skills over time.



The EYFS curriculum complements the learning that children go on to do in KS1 through their units: People, culture and communities, Natural world, early locations and positional language.

Quality resources are key to supporting our children to get the most from their learning, this includes quality texts that deepen and support children's understanding. We ensure that offer a diverse range of perspectives when teaching to ensure our children have an appreciation of the diversity reflected across the world and to celebrate it.

Our Children's Charter:

Through the teaching of the Geography curriculum, pupils are enabled to:

- To make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- To extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world about them and to respect other people's beliefs, attitudes and values.
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop interest and enjoyment of geographical experiences and build confidence and understanding.
- To recognise and understand issues concerning the environment and sustainable development.

Curriculum Impact:

Our intention is that through our carefully designed geography curriculum, that we can inspire a love for geography and the disciplinary knowledge it encompasses. Through engagement in geography, we can enable our children to think more creatively, be resilient in learning, respect other cultures and groups and consider how to care for others. Geography will not only teach children a subject but educate them as citizens and develop British values.

The school community will contribute to children's development in the geography curriculum. Class teachers will assess pupils with end of unit summary judgement and provide feedback in marking and in the lesson. This will allow us to assess pupils in line with National Expectations. Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning. When reviewing at progress teachers assess the extent to which pupils are:

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts
- Extending from the familiar and concrete to the unfamiliar and abstract
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs



- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

Using guidance from the Geographical Association monitoring of progress will happen at different points within the unit/ term/ year:

Scale/focus	Practice, e.g.:	Progress and standards
Short term: day to day	Afl classroom practice, e.g. questioning, formative feedback/response etc.	Evident in teaching and learning, in pupils' ongoing work, response to feedback etc.
Frequent : basic knowledge/skills	Short test, identified piece of homework More in-depth marking	Progress check (confidence vs concern?)
Half/Termly: conceptual, procedural knowledge	Short research task, problem-solving exercise Access to work at particular standards – e.g. display Peer/self-assessment	Criterion marking and feedback linked to pitch/age-related expectations
Long term: Year/Key Stage: substantial, conceptual development	A major piece of work – e.g. enquiry, DME, extended report. End of year/key stage: perhaps synoptic, drawing learning together.	As above, plus Opportunity to develop portfolio of geography work exemplifying & sharing standards and illustrating progress.

The curriculum will be continually monitored and reviewed. This will be done by the senior leadership and subject leaders. By learning walks and question and answers with pupils' feedback will be given about what is going well and areas for improvement.

