

**Twiss Green**

**Community Primary School**

**Geography Policy**

**September 2021**

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| Date of Approval: | 10th September 2021 |
| Signed: Chair of Governing Body |  |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

**Intent**

Our Geography curriculum is designed to develop curiosity and interest, an understanding of the world around us and our place within it.

We aim for the children to know more, remember more and understand more about the world, especially their local area. We will support pupils to act in an informed and responsible manner towards our environment. We intend to develop the children’s understanding of the relationships between people and their physical environment.

At Twiss Green, Geography is taught through themes, to develop skills and knowledge as set out in the National Curriculum. Teachers teach explicit geography skills through cross curricular links to give a meaningful context for learning.

**Implement**

Geography at Twiss Green is taught through themes throughout the year, so that children can achieve depth in their learning. Foundation Stage children experience Geography as ‘Knowledge and Understanding of the World’. KS 1 and 2 Geography is integrated within a cross-curricular thematic approach or as a topic focus for the half-term or term. Teachers have identified the key knowledge and skills of each theme and consideration has been given to ensure progression across themes throughout each year group. Consideration is given to how learners will be supported in line with the school’s commitment to inclusion. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

**Impact**

Outcomes in themed work books evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives. As children progress throughout the school, they develop a deep understanding which builds on prior knowledge. They develop an understanding and appreciation of their local area. They understand its place within the wider geographical context.

# Revised March, 2004, May 2011, September 2014, December 2019