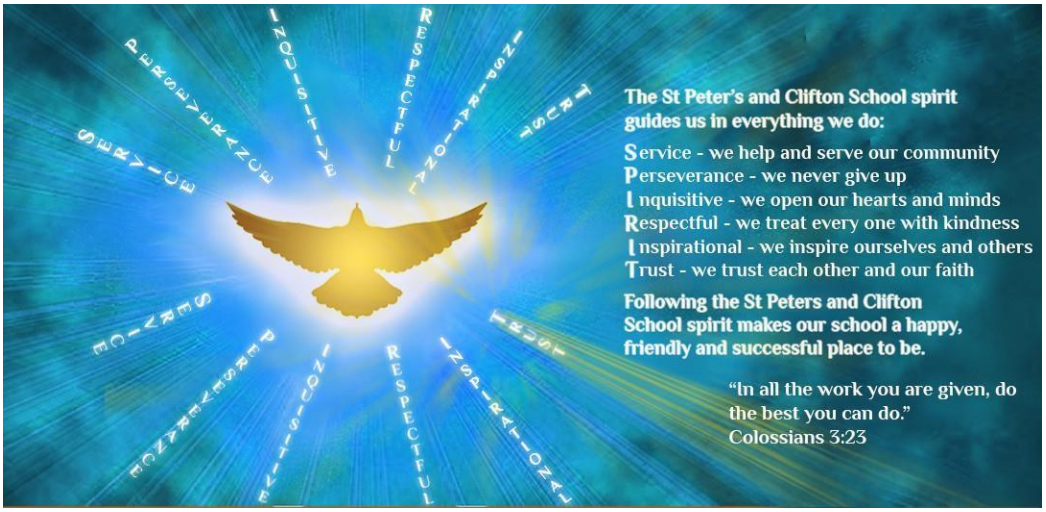
# Geography Policy



## 1. Curriculum Statement

### Our Intent

At Horbury St Peter's and Clifton CE Primary School, we intend to instil the "St Peter's Spirit" in all our children. The teaching of geography in particular encourages our children to value the importance of:

**Service**

as they recognise their place in our school, community, country and world, and develop a fascination in the people and places both within and beyond our locality.

The 2014 National Curriculum for Geography aims to ensure that all children:

- 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.

At Horbury St Peter's and Clifton CE Primary School, Geography is a valued subject in the curriculum. We believe Geography, alongside our Christian values, allows pupils to gain an appreciation and understanding of the world we live in and the world beyond their own environment. Throughout the programme of study, the pupils will develop key knowledge about diverse places, people, resources, and natural and physical environments, together with a deep understanding of the Earth's key physical and human processes. We encourage our pupils to think as not only as a 'geographer' but also global citizens. We ensure their geographical skills are built upon and developed throughout their school duration so that they can apply their knowledge of geography when examining resources, evaluating and justifying their opinions, confident at explaining their ideas and concepts and to continue to ask questions and be curious about their world.

## Implementation

Teachers create a positive attitude to geographical learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in geography

Our whole school approach to the teaching and learning of geography involves the following;

- Children will develop contextual knowledge of the location of globally significant places, including theirdefining physical and human characteristics.
- They will become competent geographical explorers, using fieldwork and enquiry to find out aboutplaces using a progressive range of map skills and vocabulary.
- Children are encouraged to ask their own questions and be given opportunities to use their geographical skills and research to discover the answers.
- Children will develop proficiency in examining a range of sources of geographical information (such as OS maps, photographs, diagrams, etc.)
- Children will become confident at presenting geographical information in a variety of ways (such asmaps, writing at length, etc.)
- Study units framed around one key question, aimed at developing their sense of geographical enquiry.
- Teachers demonstrate how to use geographical resources in order to embed geographical skills and knowledge. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning.
- Children are offered a wide range of extra-curricular activities, visits, trips and events such as Earth Day allows all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills.

## How is Geography implemented in the Early Years Foundation Stage

Within the Early Years Foundation Stage, geography is included as part of 'Understanding the World'. Geography makes a significant contribution to the Early Learning Goal objectives outlined in the Early Years Statutory Framework. Children will begin to understand how they are part of their own locality which is part of a greater world. Their learning is supported through child-led activities within provision, facilitated and encouraged by open-ended questioning from our team of experienced and highly-skilled EYFS practitioners. They will learn about different people, cultures and beliefs, and use speaking, listening and understanding to develop and explore these in greater detail linked to broad overarching topics. They will be able to investigate the features of their surroundings and begin to compare these with other environments.

## How this is implemented in KS1

As outlined in our implementation aims:

- **Locational knowledge** (Year 1- Me on the Map, Poles Apart, Year 2-Horbury is home, Yorkshire vs Kenya)
- **Place knowledge** (Year 1- Me on the Map, Year 1- Poles Apart, Year 2- Yorkshire vs Kenya)
- **Human and Physical Geography** (Year 1- Me on the Map, Poles Apart, Weather and Seasons, Year 2- Horbury is home, Yorkshire vs Kenya
- **Geographical Skills and Fieldwork** (Year 1- Me on the map, Poles Apart, Weather and Seasons, Year 2- Horbury is home, Yorkshire vs Kenya)

How this is implemented in Lower KS2

- As outlined in our implementation aims:
- **Locational knowledge** (Year 3- Tour de Yorkshire, Lava Linguine, Year 4- Only We Can save the World, Colourful California)
- **Place knowledge** (Year 3- Tour de Yorkshire, Lava Linguine, Year 4- Only We Can save the World, Colourful California)
- **Human and Physical Geography** (Year 3-, Lava Linguine, Eco Warriors, Year 4- Only, Colourful California, H2OHHH)
- **Geographical Skills and Fieldwork-** (Year 3- Tour de Yorkshire, Lava Linguine, Eco Warriors, Year 4- Only We Can save the World, Colourful California, H2OHHH)

**How this is implemented in Upper KS2**

- **Locational knowledge** (Year 5- Destination: Planet Earth, How is our country changing?, On top of the world, Year 6-Refugees, Ancient Maya)
- **Place knowledge** (Year 5- Destination: Planet Earth, On top of the World, Year 6-Refugees, Ancient Maya)
- **Human and Physical Geography** (Year 5- Destination: Planet Earth, On top of the world, Year 6- Refugees, Ancient Maya, Pollution Solution)
- **Geographical Skills and Fieldwork-** (Year 5- Destination: Planet Earth, How is our country changing?, On top of the world, Year 6- Refugees, A pollution solution, Ancient Maya.

**Impact**

The successful approach of our teachers having a shared intent and following a focused implementation of the curriculum at Horbury St Peter's and Clifton Primary School results in a fun, interesting and high-quality geography education, that provides children with the foundations and knowledge for understanding the world. During our children's geography education, we believe that:

- They have an excellent knowledge of where places are and what they are like and have good repertoire of geographical vocabulary.
- They will appreciate their own heritage and value other cultures and beliefs.
- Have a greater understanding of the ways in which places are interdependent and interconnected.
- They are confident at suggesting their ideas and opinions, and have good knowledge and understanding about current and contemporary issues in society and the environment.
- They will develop fieldwork skills and have the ability to conclude, research and develop reasoned arguments to explain findings.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

## 2. Teaching and Learning of Geography

### Planning

At Horbury St Peter's, we follow the 2014 National Curriculum to inform our planning, learning and assessment of Geography.

Our curriculum planning is broken down into two phases:

- **Long-term planning**

This maps the geographical knowledge studied across each year group and key stage. These were constructed by year group teachers, and supported by the subject leader to ensure full coverage of all the necessary objectives

- **Medium-term planning**

These give details of each unit of term, and are broken down into individual lessons, with specific learning objectives and skills covered/developed in that lesson. Our geography topics are planned to develop skills in the four key areas of geography (outlined below), with progression in these skills mapped from EYFS to Year 6 in our knowledge, skills and vocabulary document.

**Location Knowledge**

**Place Knowledge**

**Human and Physical Knowledge**

**Geographical skills and Fieldwork**

### How this is implemented in each lesson

We use a variety of teaching and learning styles in all our learning. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer our learners the opportunity to use a variety of sources of geographical data to provide purposeful opportunities relevant to their age, experiences and prior learning.

We build on research and enquiry skills through school so that by Year 5 and 6 children are able to research and ask questions more independently. We link geography to other areas of the curriculum, such as:

- themed writing pieces in English
- geographical topics for guided/whole-class reading
- using computing skills to access geographical data and information

Geography lessons also enhance other skills for children such as presentation skills, speaking andlistening and organising their ideas for informative writing (where is will enhance learning). Trips should be purposeful and serve to enhance the curriculum for children through "livedexperiences".

We recognise that there are children of widely different geographical experiences and abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Allowing opportunity to access tasks of increasing difficulty, with the aim of working towards a mastery of the curriculum;
- Providing resources of different complexity, according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children
- Allowing opportunities for collaboration between children of all abilities

## 3. Assessment

### How this is implemented in our assessment

Teachers regularly assess progress through observations and children's independent evidence.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of geographical concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment is broken down into:

1) Formative assessments, which are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning and how it is progressing towards the learning objective. This feeds into planning for the next lesson or activity. Evidence can be gathered from books.
2) Summative assessments, which review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. Summative assessment should be recorded for all pupils through regular marking of books – showing whether the pupils have met, exceeded or not achieved the learning objectives, which then informs overall achievement within the unit in our Foundation Subject assessment pro-forma.

### How we monitor the impact

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the class teacher and subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in geography and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates planning annually. It involves creation of an action plan with regular, termly review.

This policy will be reviewed at least every three years.

## 4. Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

## 5. Inclusion of Children with SEN

We aim to provide a supportive and flexible atmosphere in which all children are enabled to achieve success. This demands that skills required for the task are appropriate for the child. We must be aware of the difficulties such children may experience, provide appropriate resources and be flexible in our approach and expectations, particularly in recording.

## 6. Role of the Coordinating Team

### Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the geography curriculum.
- Provide up-to-date information for teachers on resources in geography and new initiatives/schemes.
- Attend geography courses

### Curriculum

- Review the geography KSV document and long term plans annually.
- Ensure the geography curriculum resources available to teachers are of a good standard and a quantity.
- Review the geography policy.

### Budgeting

- Ensure geography resources are tidy and add appropriate resources when necessary.

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| Signed: Miss Rhiannon Hill | Date: July 2023 |