

Hedon Primary School Geography Policy

Approved by committee 24th November 2020

Approved by full governors 5th January 2021

Reviewed

This policy will be reviewed every 2 years unless significant changes current or a situation requires a specific response.

At Hedon Primary School we are committed to providing all children with learning opportunities to engage in geography. Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place and the environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. The opportunities for the children to carry out geographical enquiry are also of value.

The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment.

Aims and Objectives

Geography teaches an understanding of places and environments. The aims of geography are:

- To enable children to gain knowledge and understanding of places in the world
- Give our pupils knowledge and understanding of their local environment
- To increase children's knowledge of other cultures
- To provoke and answer questions about the natural and human world.
- To develop knowledge of places and environments throughout the world.
- To inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.
- To focus on understanding and resolving issues about the environment and sustainable development.
- To develop important and relevant links between the natural and social sciences and other curriculum subjects.

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. 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 recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

Geography Curriculum Planning

We use the national curriculum scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances and topics of our school. Our curriculum planning is through long-term and short-term plans with detailed knowledge organisers for each subject area. All knowledge organisers provide key information and vocabulary that will be covered for each topic. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a

significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Teaching Geography to children with SEN

At Hedon Primary School we teach geography to all children whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children. Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils in order to narrow the gap.

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 progression document created by the designated geography lead. This allows the teacher to make termly assessments of attainment and progress for each child. This ensures assessment is ongoing as the document can be passed on and any gaps can be filled. The progression document was developed using the objectives from the national curriculum.

Resources

We have sufficient 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 that we borrow from the local library and access to a wide range of educational websites to support children's learning.

Fieldwork

Fieldwork is essential to quality geography teaching and we include as many opportunities as we can 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 and beyond. In KS1 children conduct learning walks around Hedon and on our school ground, they make observations and recordings. They also record the daily weather patterns by using apparatus. In KS2 school trips are linked to geography where possible to ensure children can use fieldwork to observe, measure, record and present the human and physical features in the local and surrounding areas. As a school we have also published a list of 50 things to do while at Hedon Primary School which involve a range of outdoor learning activities.

Monitoring and Review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Geography at Hedon Primary School is monitored by:

- Pupil interviews
- Lesson observations
- Planning scrutiny
- Learning walks