

## Hedon Primary School Geography Policy 2022-2023



Approved by committee 24<sup>th</sup> November 2020

Approved by full governors 65<sup>th</sup> January 2021

Reviewed 3<sup>rd</sup> March 2023

**This policy will be reviewed every 2 years unless significant changes take place.**

*“An understanding of the natural world is a source of not only great curiosity, but great fulfilment.” David Attenborough*

*“The study of geography is about more than just memorising places on a map, it’s about understanding the complexity of our world.” Barack Obama*

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. We aim to cultivate a sense of wonder of the world around them. Geography at Hedon Primary School enhances learners’ sense of responsibility for the care of the Earth and its people while developing their natural curiosity about the world.

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.
- Increase children’s knowledge of other cultures.
- Show progression and build upon prior learning.
- Provoke and answer questions about the natural and human world.
- Develop knowledge of places and environments throughout the world.
- Inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.
- Focus on understanding and resolving issues about the environment and sustainable development.
- Develop important and relevant links between the natural and social sciences and other curriculum subjects.
- Allow learners to use a range of practical geographical equipment including maps, globes, atlases, compasses, books and the Internet.
- Nurture essential geography skills using research, questioning, map work, presentation, exploration and discovery.
- Purposefully feature cross-curricular learning.

### 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 learning objectives, key information, vocabulary, and questions 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 Years Foundation Stage (EYFS) curriculum. This curriculum helps the pupils to discover the world around them, as well as starting to hear vocabulary, which will relate to the National Curriculum in the future. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them to encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments.

### 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 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 grounds, 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/book scrutiny and learning walks