

The Humberston Church of England Primary School



Geography Policy

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Policy Adopted by Governors October 2023
Review Dates: Autumn 2025

Peace

Compassion

Perseverance

Unity

Service

Courage

Geography Policy

Our School Vision

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Vision Statement

Through teaching and learning, we want our children to have the curiosity, knowledge and skills to allow them to explore our amazing world, showing resilience to any challenge they face. It is our hope that our children will understand the complexities of people’s lives, the process of change and the diversities of societies that exist in school, their community and further afield.

Through the teaching and learning of Geography we aim to provide our children with a range of experiences to unlock unique possibilities and opportunities during their time with us. We seek to inspire pupils’ curiosity to know more about the world around them, providing practical learning experiences and field trips to explore the local area and locations with contrasting environments.

Curriculum Intent

We are committed to provide all of our learners with a high-quality geography education that aims to develop a curiosity and fascination about the world and its people. In doing this we will provide them with geographical knowledge, understanding and skills. This will enable them to unlock broader possibilities and make a difference in modern Britain, being considerate, caring and respectful adults.

Through our geography curriculum we aim to:

- stimulate interest in and begin to develop an understanding of the world in which we live; the interdependence of individuals, groups, nations and the environment.
- develop and encourage a sense of caring, appreciation and respect for all people including those with different religions, beliefs and ways of life (including encouraging and promoting non-discriminatory attitudes against any person or group be it socio-economic background, creed, ethnic origin, gender or disability).
- build and encourage a sense of caring, aesthetic appreciation and respect for places including their own environment, as well as recognising similarities and differences between them.
- develop an understanding of human and physical processes and the ability to explain/consider how human and physical processes change places and environments (including understanding and resolving issues about environmental change and sustainable development).
- promote the skills required to work individually, or as part of a group, in a range of contexts; from the classroom, local community, to field work in a contrasting environment. These skills and experiences will enable pupils to be resilient, celebrate successes and enjoy learning.

Curriculum Implementation

The geography curriculum will be implemented using the following methods:

- Staff will follow the school long term plan, which sets out the geography curriculum. Teacher Toolkits are provided from each geography topic, which set out the content of the topic including enquiry questions, key knowledge, vocabulary and enhancement ideas.
- developing contextual knowledge and understanding of the location of globally significant places.
- enabling children to become competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through classroom-based activities and experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret and use a range of sources of geographical information (in printed form and on-line), including data presented in a variety of ways, maps, diagrams, globes, aerial photographs.
- allowing for children with different learning styles to flourish through opportunities to share and record their learning in a variety of ways.
- planning a Geography Mystery/Wow Moment/a hook at the beginning of a topic of enquiry to promote curiosity.
- offering challenge to all pupils and encouragement to follow their own lines of enquiry in relation to the topic covered, with support and guidance from the teacher.
- offering opportunities for the use of fieldwork, including the local environment, in order to develop an understanding of ideas that can be applied to localities in the U.K. and/or places worldwide.
- delivering geography using methods which capture pupil's interest, stimulate curiosity and provide new experiences, based on the progression of skills, themes and conceptual understanding.
- considering prior learning and provide opportunities for revision of geographical skills and knowledge.
- reviewing and consolidating skills to build on prior knowledge, alongside introducing new skills and challenge.
- building key vocabulary in to all learning opportunities.
- enabling learners to consider how society is made up of people from different cultures and build tolerance and respect for others.
- enhancing pupil self-esteem by promoting the value of acquiring new skills and knowledge, boosting resilience, celebrating successes and nurturing enjoyment in learning.

Inclusion

At the Humberston C of E Primary school, geography forms part of a broad and balanced inclusive curriculum which provides all pupils with relevant and challenging learning. Through each concept taught, suitable learning challenges are set in response to pupil's barriers to learning. A variety of different resources and techniques are used to inspire and enable children to be involved in the learning. When required to discuss potentially sensitive political or religious topics, teaching will offer a balanced presentation of opposing views.

Enhancement

In each year group, learning is enhanced through trips and visitors to the school to give pupils first hand learning experiences and provide them with a window to the world. Children are able take part in practical activities at school and further afield and are encouraged to explore, be hands-on and ask questions. These experiences motivate and engage pupils, allowing them to unlock possibilities in their knowledge and understanding of the world around them.

Curriculum Impact

We want to ensure that geography is loved by teachers and pupils across school, encouraging them to continue building on their geographical knowledge and understanding, now and in the future. Impact will be measured through key questioning skills built into lessons, child-led assessment such as success criteria and peer assessment. To promote independent learning skills pupils are encouraged, when possible, to make judgements about how they can improve their own work. Teachers (and teaching assistants when present) will assess children's work in geography by making informal judgements during lessons to identify the next steps in learning. On completion of a piece of work, the teacher will assess it against age-related learning objectives, and then use this assessment to plan for future learning. Written or verbal feedback is given to the pupil to help guide his/her progress. Significant achievements/non-achievements are recorded by the teacher and used to inform future learning. This is then used as a basis for assessing and monitoring the progress of pupils throughout of the year.

The Geography Subject Leader will monitor the impact of the geography curriculum across the school through a variety of methods. Learning walks will provide an overview of the effectiveness of teaching in geography and the implementation of progression through the curriculum. The utilisation of resources, including display materials, will be monitored to ensure that this continues to have a positive impact on the teaching and learning in geography. The learning environment and Learning Journeys across the school will reflect the geographical technical vocabulary spoken and used by all learners. Staff and pupil voice will be used as a measure of how engaging the taught curriculum is to those that work with it. Book trawls and moderation of books will show the quality of pupil's work in terms of knowledge and understanding and moderation will allow staff to have a shared understanding of 'working towards', 'expected' and 'greater depth' in each year group. Staff continue to develop their subject knowledge and teaching through group planning sessions in each key stage, sharing good practice and planning collaboratively for better outcomes. The impact of the curriculum will be measured during staff and termly pupil progress meetings and accelerated progress plans created where needed.

Cross Curricular Links

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. It can be used to develop speaking and listening skills, for example, through the discussion of geographical questions or the presentation of enquiry findings.

Geography contributes to the teaching of mathematics in a variety of ways. It offers the opportunity to investigate problems based on real-life situations or scenarios. Pupils can learn for example, how to interpret, use and represent data given in weather information or data from traffic survey results.

Computing is used in geography to enhance skills in data handling and in presenting written work; pupils can research information using the Internet (through the use of laptops and i-pads) and present their findings in a variety of forms such as Power-point presentations. Pupils also have the opportunity to use i-pads to record photographic images and oral and visual responses.

Geography provides ideal opportunities to develop spiritually by deepening pupils' connections with others; unlocking a world beyond their own everyday experiences and building foundations for a lifetime of discovery. Geography contributes significantly to the teaching of personal, social, citizenship and health education and opportunities to deepen the pupils understand of British Values are planned into the Geography topics. Pupils learn how society is made up of people from different cultures and that Britain's rich cultural heritage can be further enriched by the multi-

cultural British society of today. Our school promotes British Values and the importance of community cohesion. Children develop self-confidence by having opportunities to explain their views on questions such as how human activity can affect the environment and the impact that tourism have on people and places.

Parent/Carer Support

- Parents will receive information about topics to be covered at the beginning of each term.
- They will be invited to workshops, shows and other events taking place in the school.
- To engage in their child's learning parents can access the school website to find information about topics of study in geography and view photographs of learning opportunities and experiences that the children have or are participating in.
- Parents will be informed of their child's progress and experiences they have had in parent meetings and in their child's annual report.
- Throughout the year they will receive letters and news outlining the experiences and opportunities that their children have participated in/will be participating in.

Health and Safety

Health, safety and welfare are an integral part of all activities in school and all staff will take all reasonable steps to provide safe and healthy conditions for learners. For out-of-school activities such as fieldwork visits there will be strict compliance of the Education Visits policy.