



HALLATON CHURCH OF ENGLAND PRIMARY SCHOOL

Geography Policy

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

Rationale

Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Purpose of Study and Objectives

At Hallaton C.E. Primary School, we value Geography as an important part of the National Curriculum. The purpose of geography teaching is to inspire children's curiosity and interest to explore the world in which we live and its people. We aim to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This will support the development of children's understanding of the Earth's human and physical forms and processes.

To stimulate children's interest, we begin to learn about their locality. Children then build upon their knowledge by comparing their life in this locality to other parts of the United Kingdom and the rest of the world. As children grow and move through school, they will deepen their understanding by considering the interactions between the human and physical forms and processes. Geography teaching motivates children to find out about the human and physical world and enables them to recognise the importance of care and responsibility for the quality of the natural and human environment in a changing world.

Aims

- To enable children to develop an awareness of the local environment and use appropriate vocabulary to describe observations.
- To arouse children's curiosity by developing geographical skills through use of the local area, fieldwork, observations and learning how to use, draw and interpret a range of maps.
- To develop children's knowledge and understanding of the human and physical process which shape places at a local, national and international level and explain their similarities and differences.



HALLATON CHURCH OF ENGLAND PRIMARY SCHOOL

Geography Policy

- To recognise and understand issues concerning the environment and sustainable development at a local, national and global level.
- To acquire the geographical skills, knowledge and vocabulary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and use and develop a variety of skills including enquiry, problems solving, computing, and investigation to evaluate and inform opinions.
- To appreciate the importance of geographical location in the understanding of how places and activities are linked by movement of people, materials and information and by economic, social and physical relationships.

Teaching and Learning

Progression in learning from EYFS to Year 6 is outlined in our Geography Overview – The Big Picture and End Points document.

In EYFS children's development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that include opportunities to explore, observe and find out about people, places, technology and the environment.

In Key Stage One teachers use the themes of

- Geographical Enquiry
- Geographical Skills & Fieldwork including mapping
- Location & Place Knowledge
- Human and Physical
- Sustainability & Environment

These are linked to the National Curriculum and taught through a variety of exciting and cross curricular topics. By the end of Year Two, it is expected that the children will have developed their knowledge and understanding of all of the skills set out in Key Stage One.

In Key Stage Two, topic teaching continues with these themes to develop and deepen knowledge and skills through enquiry based topics including opportunities for cross curricular teaching. These are detailed in The Big Picture and focus on the progression of the skills of:

- geographical knowledge
- investigation of location and their physical and human feature
- understanding relationships between the physical features of a place and the human activity within them
- appreciate how the world's natural resources are used and transported
- communicate as a geographer using and understanding geographical representations, vocabulary and techniques.



HALLATON CHURCH OF ENGLAND PRIMARY SCHOOL

Geography Policy

Methods of teaching

A range of teaching methods ensure that the needs of different learning styles are met. This enables children to access a range of resources to develop their geographical knowledge and understanding.

Teachers utilise many different techniques such as:

- Use of Learning Organisers for each topic covering skills, facts and lesson sequence.
- Knowledge provided by the teacher.
- Retrieval skills through a variety of questioning techniques.
- Use of the school grounds and local area for fieldwork.
- Individual and group enquiry.
- Use of atlases, maps, photographs and videos.
- Use of ICT to aid research and for use of maps.
- Role play and drama-based activities
- Creative activities such as building models, creating maps, aerial views, showing routes.
- Visits to places to support a topic and development of skills, where possible.
- Enquiry approach using resources to investigate further and find out.
- Cross curricular opportunities

Foundation stage (EYFS)

We teach Geography in the Foundation Stage as an integral part of the topic work covered during the year. As the Foundation Stage is part of the Early Years Curriculum, we relate the Geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) that underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Progression

Using The Big Picture curriculum planning and End Points document ensures children acquire a progressively deeper understanding and competency. As children gain more knowledge and skills, the activities set will incorporate their need for more accuracy in observation, more precision in mapping and vocabulary used, more complexity in the amount and quality of information about places. Children will also need to use more sources of information, appreciation of the range of attitudes and values relating to issues, greater depth of understanding of the ideas and concepts taught and increasing independence in learning.



HALLATON CHURCH OF ENGLAND PRIMARY SCHOOL

Geography Policy

Fieldwork

Fieldwork is integral to a good geography curriculum to enable children to base learning on first hand experiences. Teachers use opportunities available in the local area to enhance their topic and children's skills and knowledge and enable them to explore the world around them.

Equality of Opportunity

All children have equal access to the geography curriculum and its associated activities. All staff at Hallaton Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. All children have equal access to the Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil learning throughout the school to ensure that there is no disparity between groups. We recognise that in all classes there are children of widely different abilities in and all children must be given opportunities to show their knowledge and skills. We aim to provide suitable learning opportunities for all children by matching the challenge of the activity to the needs of the child. We achieve this by:

- Setting common tasks which will expect different outcomes.
- Setting tasks with extensions and challenges.
- Providing resources to scaffold and support learning depending upon the ability of the child.
- Grouping in different ways to enable children scaffold each other's learning through peer teaching.
- Teaching assistants supporting children either individually or in groups in the classroom.

Assessment and Recording

Whole school assessment evaluates the knowledge and skills of each year group. This enables us to see progression of skills throughout the school and address any gaps in knowledge. We assess children's learning in geography by using formative assessments to make informal judgements. At the end of a topic, a summary judgement about the work of each child, whether they are working towards, have met or are exceeding the skills and knowledge needed for the year group. We use this as a basis for assessing the progress of the child each term and at the end of the year.



HALLATON CHURCH OF ENGLAND PRIMARY SCHOOL

Geography Policy

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Subject Leader and Head Teacher. The Governor who has responsibility for Geography meets with the Subject Leader annually to keep well-informed of the subject area. The subject leader is also responsible for supporting colleagues in the teaching of Geography, being informed about current developments in the subject.

Intent

The intention of the Geography Curriculum at Hallaton C.E Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes.

Implementation

In order to foster children's curiosity about the world, interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions. At Hallaton C.E Primary School, in Key Stage 1, we use the use the National Curriculum to select objectives and tailor teaching and learning to meet the needs and interests of the children in their class. By the end of Year Two, it is expected that the children will have developed their knowledge and understanding of all of the skills set out in Key Stage One. In Key Stage Two, cross curricular teaching is used to progress children's knowledge and skills. Each class has a long-term plan with Geography topics specified in The Big Picture, which are to be covered over the year. It will also ensure all areas of the curriculum are covered in depth. Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

Reviewed March 2023