



Hallgate Primary School

Geography Policy

Date of Policy: July 2022
Review Date: July 2024

Aim

The aim of this policy is to provide a clear statement of the principles and practice underpinning the Geography curriculum at Hallgate Primary School. It provides a framework that enables all adults working in school to be clear about our intention and consistent in the way we deliver our Geography curriculum to our pupils. It reflects both the aspirations and practice of staff and governors for the pupils at Hallgate.

Whole School Curriculum Intent

At Hallgate Primary School, our vision and values are at the core of everything we do; they underpin our teaching and learning and create an environment which supports our children to become successful learners, confident individuals and responsible citizens. We ensure that our pupils enjoy an existing and challenging curriculum, which equips them with the skills needed for a successful future.

Successful Learners

At Hallgate Primary School we take responsibility for ensuring that our children are equipped with the essential skills that they need to be successful learners and we are committed to ensuring that all children make good progress from their starting points in core areas of the curriculum.

We place a strong emphasis on developing pupils as 'Super Learners'; encouraging a positive attitude to learning which equips children with the confidence and resilience they need to be good learners.

Our six core skills are : concentrate, don't give up, co-operate, have a go, keep improving, enjoy learning.

We aim to develop a love of learning which encourages curiosity, engagement and enjoyment. We place a strong emphasis on developing skills for life and encourage learning for a purpose, enabling children to make links between different areas of the curriculum and apply their learning in a meaningful way. We pride ourselves on offering pupils a broad, balanced and vibrant curriculum with exciting and stimulating learning opportunities in all areas of the curriculum.

Confident Individuals

Our aim is to enable all pupils to become confident individuals who face new challenges with ease and see themselves as successful learners and valued individuals.

We want pupils to be able to have a go, make mistakes and keep improving within a learning environment, where they feel safe, secure, supported, valued and calm. This is facilitated at Hallgate Primary School through promoting a strong values ethos, clear behaviour expectations, a well organised learning environment and quality first teaching in the classrooms.

Quality First Teaching includes:

- Staff having high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- They are expected to take into account prior knowledge and experiences and to build on this in a systematic way.
- Highly focussed lessons with clear learning objectives.
- High demands of child engagement with their own learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue and exploration.
- An expectation that children will develop resilience and accept responsibility for their own learning and independence.
- Regular use of praise and encouragement to motivate children.

We are committed to providing pupils with a wide range of opportunities which broaden their skills and develop their confidence. The chance to see, hear, participate in a range of experiences (including: performances, outdoor learning, clubs, visits, visitors, challenges, enterprise and community projects) enrich the quality of pupils' lives and develop skills such as cooperation, creativity, innovation, problem solving, self-expression, leadership and independence.

Responsible Citizens

Integral to the Hallgate Curriculum is a commitment to developing well rounded, responsible citizens who care about each other, their school, their community and their world.

This is done through the promotion of Hallgate Values, British Values and an emphasis on spiritual, moral, social and cultural development throughout the curriculum. Children are taught what it means to be responsible citizens and are given opportunities to put this into practice.

Our Intention

Geography stimulates an interest in, and a sense of wonder about places, and provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It helps make sense of a complex and ever changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how places, people, resources and natural and human environments are interconnected and change over time. It provides opportunities to help pupils to understand the interaction between the physical and human environments; the effect they have upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.

Key Aims

We aim to:

- Develop a knowledge and understanding of the physical and human processes which shape places.
- Develop pupils' natural curiosity of the world around them.
- Ensure pupils make sense of their own locality and the interaction between people and the environment within it.
- Develop pupils' contextual knowledge of the location of significant places
- Enable pupils to identify and compare the key physical and human features of different places.
- Develop pupils' understanding of the geographical processes that give rise to key physical and human geographical features of the world and to understand how these are interdependent and how they change over time.
- Encourage a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Develop pupils' geographical skills, including how to use, draw and interpret maps of different scales.
- Develop pupils ability to apply map reading skills to globes and atlas maps and identify geographical features.
- Enable pupils to formulate appropriate questions and develop research skills to collect, analyse and evaluate information to inform their opinions.
- Enable pupils to work geographically in a range of appropriate contexts, using a variety of sources of geographical information and equipment, including other people's experiences and knowledge.
- Develop pupil's understanding and use of geographical vocabulary in context.
- Provide opportunities for pupils to explore geography alongside other subjects that link to it.

Implementation of our Curriculum

Key Components of Curriculum Delivery

At Hallgate Primary School, we build our geography curriculum around:

- Delivery of the National Curriculum and EYFS Statutory Framework through planned units of work.
- Teaching of geographical concepts throughout planned units of work.
- Opportunities for children to experience fieldwork.
- Links to prior learning (earlier topics and year groups) and the 'sticky knowledge' we want the children to be able to recall.

Teaching and learning

- We use a variety of teaching and learning styles to develop the pupils' knowledge, skills and understanding in geography, underpinned by a commitment to practical, hands-on, enquiry led geographical fieldwork, often linked to our cross-curricular topics.
- Within the academic year, children study geography in blocks, as outlined in the curriculum overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused learning, throughout the duration of each block.

- Wherever possible, we involve the pupils in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites, carrying out fieldwork and using sources of geographical information such as globes, maps, aerial photographs, diagrams and GIS.
- We encourage the pupils to ask, as well as answer, geographical questions. Planned use of talk and discussion, alongside opportunities to work collaboratively in pairs or groups on a shared task, are an essential part of geographical learning. Pupils engage in a wide variety of enquiries and investigations. Each geography unit has an overarching enquiry question, which allows pupils to build their knowledge and understanding throughout the topic.
- Pupils have the opportunity to use a variety of data including maps, diagrams, graphs, pictures, statistics, aerial photographs and geographical footage. They are encouraged to present their findings in a variety of ways, including role play and presentations to the rest of the class or a wider audience. Pupils make use of ICT in geography lessons, where appropriate, to enhance their learning.

Knowledge and Skills

Within the geography curriculum, pupils are taught to recognise substantive geographical concepts. These allow pupils to make connections between topics and develop as geographers.

- The substantive concepts which are focussed on are; place, movement, sustainability, change and scale.
- These key concepts are important for pupils to understand to enable them to have an understanding of geography, rather than just learning geographical facts .
- Children will revisit and develop them over time, in a variety of geographical contexts.
- The concept of 'place' will first be introduced in EYFS. This gives children the chance to understand one concept fully, before moving into Key Stage One and being introduced to others.
- Within Key Stage One, children will focus on the concept of 'place' in every topic, with the introduction of one other concept. This is to give them a solid basis in which to build once they reach Key Stage Two.
- In Key Stage Two, each topic has a focus of two substantive concepts, depending on the topic, and although other concepts may be present, these two will be the focus.
- Low stakes retrieval quizzes should be used fortnightly (alternating with history) to ensure that both skills and knowledge from previous units are retained, particularly in a half term when a geography unit is not being taught.

Planning

The Early Years Framework and the National Curriculum is delivered through planned programmes of study. The responsibility for planning in Geography is in line with our Curriculum Policy.

- The Curriculum Leader is responsible for providing a curriculum overview in the form of a two year cycle plan stating what is to be taught in each phase.
- The Subject Leader (working alongside the Curriculum Leader) is responsible for providing a scheme of work to ensure national curriculum coverage and progression of skills.
- Phase leaders work with their team to provide medium term planning for each unit of work in the Hallgate planning format, ready for the start of each half term in which Geography is taught. This comprises weekly lesson plans for the full half term, based on the scheme of work.
- Resources should be of a high quality and allow children to experience different

Key requirements of planning:

- Clear learning objective linked to an identified National Curriculum objective and the progression of skills document.
- Focussed enquiry question, with a link to the geographical skill being covered in the unit of work.
- Identified steps to success for different groups of learners
- How learning or tasks is differentiated for different groups of learners (Working Towards/Meeting/Exceeding)
- Tasks and activities to support the learning objective
- Identified opportunities for Active Learning strategies
- Identified use of Teaching Assistant support
- Adaptations needed as a result of assessment – for individuals or groups/actions to support individual pupils or focus groups
- Links to SMSC and Super Learners

Inclusion

Our inclusive approach allows all pupils to learn, regardless of ethnicity, gender, faith or none, culture, ability or disability. We select and use resources that positively reflect all of the above.

We recognise that pupils have a wide range of geographical abilities, and we ensure that we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty through the use of high order thinking questions
- Providing resources of different complexity, matched to the ability of the pupil
- Using Teaching Assistants to support the work of individual pupils or groups of pupils

Wider curriculum opportunities

- School visits for geography are organised where possible in line with the current unit of work, to enhance and extend learning.
- The local area is used to support units of work where possible.
- Opportunities for cross curricular learning are encouraged, including Maths, English and a wide range of foundation subjects such as history, science and PE.
- Planned use of maps, globes, GIS etc to build geographical knowledge and understanding of location, for example, locating and plotting Shackleton's journey on a map or locating where the Vikings originated from.
- People with an interest, or expertise in a particular topic or area of geography are invited into school to work with the pupils. These might be family members, or representatives from the local community.
- A focussed geography display in school should contain a world map and allow children the opportunity to explore for themselves the map and make links to geographical areas of study, as well as make cross curricular links.

Resources

- There are a range of geographic materials, such as reference books and maps, in the school library.
- Pupils should be encouraged to explore a range of map types, both electronic and hard copy.
- All staff are responsible for informing the Subject Leader when extra resources are needed so these can be ordered.
- The Subject Leader is responsible for carrying out an annual audit of resources and updating and replenishing resources when needed
- Additional geography topic reference books should be ordered from the East Riding Library Service in advance of the teaching of the topic.

Health and Safety

The safe use of equipment and safe practice is an integral part of geographical teaching.

- The safe use of equipment is to be promoted at all times.
- Risk Assessments must be included on plans to cater for allergies and disabled pupils when appropriate.
- Visits and fieldwork must be planned in line with the Educational Visits policy.

Impact of our Curriculum

Assessment

Geography is primarily assessed against objectives in the geography progression of skills. Opportunities for assessment are identified as an integral part of curriculum planning, with specific assessment criteria included in all lesson plans.

Formative assessment

Formative Assessment is used to inform planning, teaching and learning - including differentiation. The assessment of pupils' work is on-going to ensure that understanding is being achieved and that progress is being made. Written or verbal feedback is given to the pupil in line with school Marking and Feedback policy, to help guide their progress.

Half termly Summative Assessment

At the end of a unit of work, pupils are assessed against the criteria outlined in the Progression of Skills. Evidence should be gathered through the whole unit, with reference to:

- Observations in lessons
- Feedback from formative assessment
- Individual, paired, group and whole class discussions
- Written records and data presentation in books

Monitoring and Evaluation

Monitoring for geography is carried out in line with the school Curriculum Policy. The Subject Leader is responsible for keeping up to date with developments in geography and organising CPD as required. Best practice for geography is identified and shared amongst practitioners as part of whole staff meetings and phase meetings.

The Subject Leader, supported by the Curriculum Leader, is responsible for monitoring and evaluating standards in geography across the school and providing an annual report to the Headteacher and Governors to inform the School SEF, using evidence gathered from: books, data, displays, learning walks, observations, planning and pupils voice.

Equality Duty

In our school we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background. Equality at Hallgate School is about enabling all pupils to achieve their maximum potential as individuals and as members of society, and of ensuring equality of opportunity and treatment for all pupils, members of our staff and school community. Our school ethos is to actively promote a warm, caring community where all are valued.