



Round Hill Primary School

'Dream, believe, achieve together.'

Curriculum Policy Addition – Geography: Lauren Barton

Intent:

At Round Hill we provide children with a challenging and engaging geography curriculum that inspires a curiosity and fascination about the world and its people. We want them to have an interest in and a sense of wonder about places. Through studying a variety of locations, they begin to make sense of a complex and dynamically changing world. They are increasingly able to explain where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

We aim to build on key geographical *knowledge*, understanding and **skills**. As we draw our pupils from a wide catchment, we start with ensuring pupils have a strong understanding of the school geography and the immediate local area. As pupils progress, they study locations further afield and of significance currently and historically. Many of our pupils have significant links with places further afield and we aim to celebrate these as well as using these as valuable resources.

At Round Hill we also ensure that our geography curriculum and learning in this area embodies and encapsulates our school vision statements of: **reflecting, daring, dreaming, persevering** and **working together**. We support the children to be **reflective** to see how different views, values and perspectives influence and affect places and environments at different scales. We also promote an ethos of learning from our own personal mistakes and use this for growth and to enhance our learning. We adopt a Growth Mindset in our learning and believe in our ability to improve over time.

We explain to the children that we as individuals are unique and geography allows children to explore and appreciate how the world works and the interconnections between cultural diversity, interdependence and sustainability. There have been significant events and individuals in our history who have shown the importance of being brave and **daring** in order to explore the wider world and use that knowledge for the benefit of others. We encourage all members of our community to be proud of what makes them unique and their geographical and cultural background.

We inspire in the children the drive and determination to **dream** and aim high. We foster a culture of lifelong learning and that throughout our lives we will continue to develop and learn. Through geography we can open their minds to the wider world. How places are shaped by and impacted by humans, how they fit into the world and how they impact on it. We can inspire them to value the opportunities that travel or investigation can give them to learn about different places and cultures and to appreciate what these differences can contribute to our local community or the wider world.

By ensuring the curriculum builds on prior learning and develops over time we can encourage their developing **perseverance** in tackling tricky things. By studying individuals who have impacted on our knowledge and understanding of geography we can understand the role of **persevering** in their own story. Many people have had to recognise geographical challenges as a new opportunity to learn and change, just as we need to. Listening to others and valuing feedback is vital to supporting growth and development. We recognise challenge as an exciting part of the learning journey and show resilience when we are searching for a solution, just as many significant individuals have had to in the past or as society has had to following a significant event.

The study of geography gives many opportunities to learn about the importance and value of **teamwork**. The idea of “Together Everyone Achieves More” has been shown to be impactful throughout geographical study. We provide many opportunities in our teaching and learning to work as part of a team and demonstrate where we can achieve more by working collaboratively. This notion is further enhanced during our geographical theme days that take place in each phase at least once a year. The children partake in various collaborative activities and often have to prepare homework or tasks prior to the day in order to help make this a success.

Implementation:

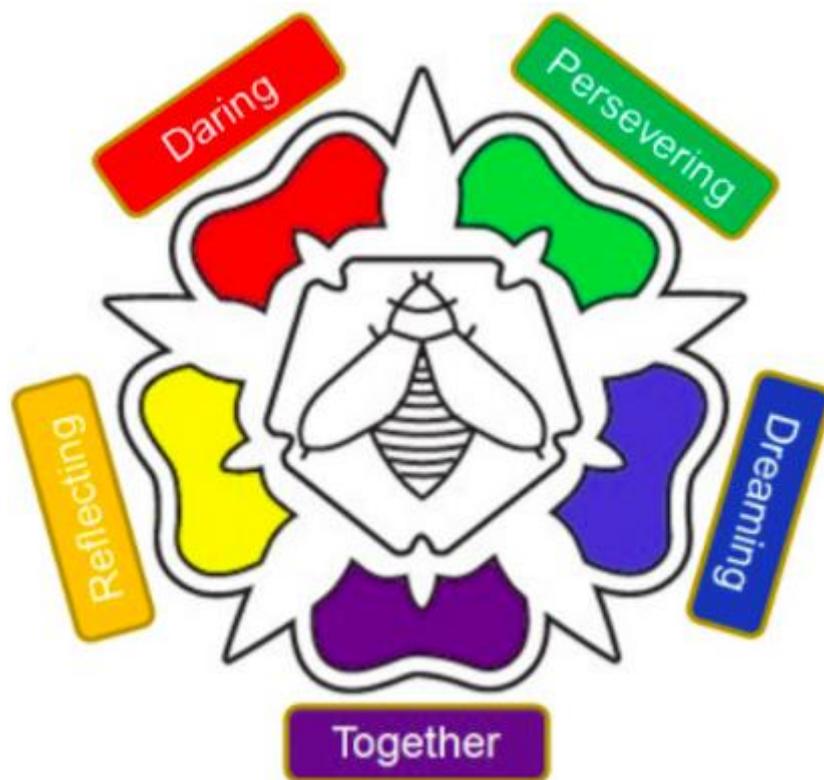
We motivate and enthuse pupils by creating deep links with other curriculum areas. Wherever possible, we use first-hand experiences and fieldwork to deepen their understanding of geographical processes. We aim to provide some off-site experiences with a specific geographical focus. We use a range of sources of geographical information, including maps, diagrams, globes and access to the latest technologies. This ensures that their curiosity and fascination are maintained and that geography is delivered in an exciting and engaging way.

Our geography curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully from EYFS to Year 6 which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental *knowledge* and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn.

Impact:

Impact is evidenced through:

- Pupils’ use and understanding of the identified geographical vocabulary and their association of it with relevant images or features
- Retaining key knowledge
- Demonstrating that they know more all the time
- Low-stakes tests/quizzes
- Pupils will be able to express their knowledge and understanding
- The use and outcomes of the varied activities
- Pupils’ ability to show progress along the ‘observe, use geographical vocabulary to describe, compare, give reasons and explain what they are learning about’ sequence, and in their acquisition, application and transferability of geographical skills.



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Geography Policy

Updated by Lauren Barton

Geography Policy

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INTRODUCTION

The geography policy is to be used together with the National Curriculum (2014) [linked here](#) . The purpose of this policy is to outline those areas of content and practice which we have committed to cover from EYFS to Y6.

At Round Hill children will be taught geography to help them to understand the world, its environments and places near and far and the processes that create and affect them.

AIMS

We should try to develop in children:-

- 1) An enquiring and analytical mind
- 2) An awareness and understanding of their locality and beyond
- 3) Confidence and independence using a range of geographical skills to explore their immediate environment and beyond.
- 4) Empathy for and interest in other people, places and cultures.
- 5) The ability to appreciate differing attitudes, values and points of view.
- 6) The ability to make connections between their geographical knowledge and skills and other curriculum subjects.

PRINCIPLES FOR LEARNING

- 1) Each child will be encouraged to fulfil their geographical learning potential by the fostering of high standards, this links to the school ethos of **dreaming**.
- 2) The children will develop their geographical knowledge and skills through a variety of enquiry based activities, (fieldwork and classroom) and experiences on a individual and group basis as well as through whole class activities, this links to the school ethos of **persevering**
- 3) Children will be given opportunities to undertake studies that are based on direct experience and practical activities, encouraging them to work and think independently or cooperatively, this links to the school ethos of **teamwork** and encouraging the children to be **daring**
- 4) Children will be given opportunities to explore the geographical elements of their local environment through first hand experiences e.g. visits, field work, use of outside facilitators, this links to the school ethos of **reflecting**
- 5) Children will be given the opportunities to develop their ability to ask appropriate questions, make hypotheses and seek answers through planned investigations.

TEACHER PLANNING

The National Curriculum details the knowledge, skills and understanding of our geography teaching.

Planning for geography takes place within broad cross curricular themes. To ensure coverage and continuity over both key stages, specific subject skills and study units are taught in bi-annual cycles at key stages one and two. (See Appendix 1).

Teachers, in phases, have the responsibility for the short term planning and for ensuring a common approach to the geography content that will be covered by that planning team, in order that all children in parallel classes have the same opportunities and experiences.

THE ROLE OF THE GEOGRAPHY COORDINATOR

Working collaboratively with the staff co-ordinator responsible for Geography and, as and when appropriate, other colleagues to undertake the following responsibilities:

- help colleagues to develop their understanding of the requirements and relationships between the different parts of the National Curriculum Programmes of study for Geography and to keep abreast of current developments.
- preparation, monitoring and reviewing of policy documents.
- facilitate and support colleagues in the planning and delivery of the geography curriculum within the classroom.
- manage and order resources.
- keep a watching brief on the progression of geography throughout KS1 and KS2.
- advise the Head Teacher and School Governors about the development of geography throughout the school.

CLASSROOM DELIVERY

Successful teaching of geography will employ a variety of methods: whole class activities, group work, practical fieldwork and individual investigations. Children will be encouraged to ask questions which

are the basis of practical enquires and fieldwork activities, whether geography is a major focus or a smaller element in a topic.

Taking part in a variety of fieldwork activities locally and, if at all possible, in a contrasting UK locality as part of a residential visit, will provide the children with the direct experiences they need to develop their geographical knowledge and skills.

Speaking and listening to people, from other places, talking about the news on the television is important in becoming aware of different places and views as are stories and displays.

ASSESSMENT AND RECORDING

Assessment and records will be used to monitor the effectiveness of our teaching and planning. Children's progress will be monitored and recorded with reference to the National Curriculum and the school's assessment policy. The majority of this on-going assessment is rooted in normal classroom practice. Children's knowledge and understanding will be monitored through questioning, listening and observation of performance in class and through written work and pictorial work.

DIFFERENTIATION

We will endeavour to support the learning needs of all our children in line with the school's SEND policy. A wide range of strategies will be used to enable all children to gain access to all learning experiences. These include differentiation by task, differentiation by outcome, the variety and complexity of resources and the use of open-ended tasks that all children can undertake at their own level.

EQUAL OPPORTUNITIES

Every child should have the opportunity of working within the area of geography regardless of gender, race and individual educational needs. When choosing resources and studying different localities we aim to avoid negative stereotypes and promote positive attitudes and values to differing cultures and belief systems.

OUTDOOR LEARNING

At Round Hill we understand that when planned and implemented well, learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.

Therefore we aim to:

- develop learning outside the classroom as an entitlement for all of our children.
- provide our children with outdoor experiences that promote personal development and well-being.
- deliver regular learning outside the classroom activities across a variety of curricular areas for all year groups.
- providing regular opportunities for our children dare, dream, persevere, reflect and be together in contexts outside of the classroom.

RESOURCES

A range of reference and other resource materials supporting the delivery of the geography curriculum are located in the upper corridor. Also, electronic resources and planning schemes may be available in the geography folder on the school network or from the geography co-ordinator.

Please help and support colleagues by returning promptly, any resources used and replacing neatly in the labelled study unit boxes. It would also help if the geography co-ordinator be informed of any shortages and obvious resource needs to support a particular Topic being undertaken.

Resources will be monitored and updated as necessary to meet the requirements of the New National Curriculum, as and when financial resources allow.

EVALUATION

This policy is intended to be a working document, it will be reviewed by staff regularly and be amended as necessary. It will be used alongside the National Curriculum documents to inform planning and delivery of the geography curriculum within the school.

Policy to be formally reviewed June 2024