

Curriculum Policy for Geography

DATE OF REVIEW: Summer 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching & Learning committee



Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

Geography is a Foundation Subject in the National Curriculum.

This policy outlines the Intent, Implementation and Impact of the Geography taught in our school. The Implementation of this policy is the responsibility of all teaching staff. Geography is considered to be a key driver subject, meaning that this is a specialist area of the curriculum. Through our teaching, we aim to develop pupils' growing knowledge and understanding of the world and their place within it. The school policy for Geography reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent

We want our pupils to explore the world whilst feeling an overwhelming sense of awe and wonder. Every child deserves the opportunity to become an inquisitive and questioning learner, who looks closely at the world around them, interpreting what they see with confidence and enthusiasm. They should also have a sound locational understanding, which in turn means that their wider general knowledge is strong and well-informed.

By instilling an innate desire to investigate a variety of human and physical characteristics, both locally and afar, and by providing pupils with purposeful and meaningful research opportunities, we aim to develop well-rounded citizens of the future.

Implementation

Geography is woven into our broad curriculum, and teachers use the Geography Curriculum overview and Progression of knowledge, skills and understanding documents from Kapow

scheme, to link locational knowledge of the world into the topics pupils cover, whilst at the same time embedding the use of map skills and fieldwork throughout pupils' time here at Hatherleigh Community Primary School. Our topics also cover the physical aspects of the Earth, including how our behaviour impacts upon the Earth (and how we leave our human mark on the Earth's surface).

The Subject Lead is always able to support staff with planning ideas; creating lessons that are hands on, enabling pupils to practice key geographical skills in a practical way.

Our Geography Progression document is taken from Kapow Scheme, linking closely to the National Curriculum and has been added to where necessary to meet the unique needs of our pupils.

As the National Curriculum prescribes and by using the Kapow scheme, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6. In addition to this, we also have an EYFS document, which bridges both curriculums in order to plot a seamless progression. These statements are included in the Kapow scheme Geography Curriculum overview and Progression of knowledge, skills and understanding documents which have then enabled us to really focus on how knowledge and skills progress more specifically within each year group in order to meet the bespoke needs of our school.

Lesson planning in Geography will take account of prior knowledge and skill development, building further upon existing skills in readiness for the next stage in the learning journey. The Geography Curriculum overview and Progression of knowledge, skills and understanding documents breaks year group learning down and is split into: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork which are taken from the National Curriculum and implemented using the Kapow scheme. Key skills and knowledge are then clearly set out, enabling teachers to understand the precise requirements of each strand within their year group.

The Kapow scheme incorporates the vocabulary needing to be taught in order to fully immerse pupils in the subject. This is also progressive year- on year.

The statements in the Geography Curriculum overview and Progression of knowledge, skills and understanding documents enable pupils to gain a wider locational knowledge of the town they call home, the country we call our own (including the British Values we hold), our links to Europe and the countries and continents that make up the planet we live on. This learning grows as the pupils move up through the school.

Within different topics, pupils have the opportunity to contrast and compare different locations, bringing in environmental factors and human factors, such as cultural heritage, tourism, climate change and migration.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

A planned programme of educationally focused visits across the Key Stages, provides pupils with a range of different experiences which deepen their geographical understanding of the world they live in. These visits include EYFS walking around Hatherleigh thinking about homes. In Year 1 the children revisit Hatherleigh focusing on human and physical features and simple maps of routes to school. In Year 2 they visit the Eden project and the Coast. In Year 3 they visit a local river and invite a visitor (Ranger Russ) in to discuss how important rivers are to animals, in particular the Amazon river.

In Year 4 they visit a recycling centre and this year had Encompass in. In Year 5 they have a residential trip which incorporates environmental issues, coastal erosion and mountain formation. In Year 6 they visit Denn Brook Wind farm thinking about climate change.

Impact

Our pupils demonstrate a passion and thirst for learning for the world around them, asking thought provoking questions about the planet, its people and how places and cultures differ to their own lives. Pupils leave us, being able to express their locational knowledge, articulating their understanding of Physical and Human Geography, putting them in the best possible position to access the requirements of the Secondary School Geography Curriculum.