



Hebden Royd C.E. (VA) Primary &
Nursery School

Geography Curriculum Policy 2022

Intent

At Hebden Royd we believe that Geography is, by nature, an investigative subject. Through the teaching of our Geography curriculum, we aim to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas. Children are encouraged to ask questions about the natural and human aspects of the world to develop a greater understanding and knowledge of the world, as well as their place in it.

We want children to enjoy and love learning about Geography by gaining this knowledge and skills, not just through experiences in the classroom but also with the use of educational visits, visitors in school and field work.

Implementation

Each class enjoy regular geography lessons which form part of a termly themes (approximately 6-8 hours per term). A cross-curricular approach ensures that pupils are immersed within a theme and this provides them with the opportunity to develop their geographical knowledge through a wide range of practical and engaging lessons. Geography learning begins in the Foundation Stage where pupils are taught about their personal geography. They develop observational skills and join in with discussions about their immediate environment.

In Key Stage 1 and 2 pupils continue to learn about their own locality and begin to make comparisons with other locations. There are opportunities for pupils to develop their geography skills through map work and fieldwork. This provides pupils with the chance to develop their observational and measuring skills as well as the recording of data. These skills are taught progressively throughout the school and build upon pupil's prior knowledge. Existing knowledge is checked at the beginning of each topic – What do I know? What have I learned, previously, that will help me? This ensures that teaching is informed by the children's starting points. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated, as necessary.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in our practice.

EYFS

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment and talk about those features they like and dislike.

Impact

Through our geography curriculum 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The geography curriculum at Hebden Royd enables children to develop knowledge and skills that can and are used to promote their spiritual, moral, social and cultural development.

Social, Moral, Spiritual and Cultural

Geography contributes to our children's SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.

- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

Expectations

All children (i.e., KS1 and KS2) will:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds,
- Use geographical language and draw maps and diagrams to communicate geographical information,
- Read fiction and non-fiction and extract information from sources such as reference books, CD ROMS, e-mails and the internet,
- Work with others, listen to each other's ideas and treat them with respect,
- Have opportunities to consider their own attitudes and values and those of other people,
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available,
- Develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

Governing Body

Reports are made to the governing body on the progress of geography provision within the school.

Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing Geography further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Use of ICT

Opportunities to use ICT to support teaching and learning will be planned for and used appropriately

Inclusion

No pupils are excluded from Geography. We ensure that all pupils take Geography and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

Equal Opportunities

All children are provided with equal access to the geography curriculum and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- Reading and researching at home together
- Visiting places linked with the units of work
- Encouraging conversations

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).