



Hale CE Primary School

Geography Policy 2024-2025



Intent

Aims for our Geography curriculum

To encourage children to:

- Be engaged, inspired and challenged.
- Develop geographical enquiry skills.
- Ask and respond to geographical questions
- Name and locate an increasing amount of places in the world
- Use geographical vocabulary
- Observe, measure and record human and geographical features of the environment
- Use a range of sources including atlases, digimaps and satellite information to research geographical information
- Understand how each individual person can have an impact on the environment

3. Our rationale for the way we deliver Art and Design

At Hale CE Primary School, Geography is taught in isolation. This is to ensure that children are given the opportunity to develop the specific geographical knowledge, skills and understanding that they need in order to succeed in this subject.

Throughout the academic year, children will engage in at least three units of Geography. The units are aimed to build upon prior knowledge and to raise children's cultural capital by starting to learn about local geography earlier on and then building upon this year by year, still ensuring that the locality of our area is compared and contrasted throughout.

How our Geography curriculum supports our overall intent

At Hale CE Primary, we regard Geography as an important subject. This is because Geography strongly supports our overall curriculum intent. Through raising the children's cultural capital in geography this will help children to aspire and dream big.

Statutory requirements and our curriculum implementation for Geography

Statutory requirements for the teaching and learning of Geography are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception), children are given opportunities to:

- To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.



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- To show care and concern for living things and the environment.
- To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.

At Key Stage One (Years 1 and 2), children will be taught:

Name and locate significant places in their locality, the UK and wider world.

- Describe places and features using simple geographical vocabulary.
- Make observations about features that give places their character.
- Ask and answer simple geographical questions when investigating different places and environments.
- Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
- Identify seasonal and daily weather patterns.
- Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
- Use simple compass directions as well as locational and directional language when describing features and routes.
- Express views about the environment and can recognise how people sometimes affect the environment.
- Create their own simple maps and symbols.

At Key Stage Two (Years 3-6), children will be taught:

Name and locate an extensive range of places in the world including globally and topically significant features and events.

- Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
- Explain some links and interactions between people, places and environments.
- Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?
- Make predictions and test simple hypotheses about people, places and geographical issues.
- Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
- Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.
- Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.



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- Communicate geographical information using a wide range of methods including writing at increasing length.

The Governing Body, receive termly reports on the progress of Art and Design provision. This policy will be reviewed every year or in the light of changes to legal requirements.

Wider opportunities to enhance Geographical learning

Each year group has a geography based trip

Implementation

Planning

Long term planning

Our Curriculum Map outlines an overview of the skills covered in each term during the year. Our geography subject leader discusses this with teaching colleagues in each year group to ensure secure subject knowledge, progression and cross curricular links. Knowledge organisers are also created by the subject leader and discussed with teachers prior to planning.

Medium term planning

Teachers use year group specific knowledge plans to develop a medium term plan for each unit of work. The Geography subject leader is responsible for reviewing these plans and providing feedback and additional support where appropriate.

Resources

It is the responsibility of the Geography subject leader to carry out an audit of resources and to place a resource request prior to each unit of work being taught. It is the responsibility of class teachers to highlight the need for additional or alternative resources when they complete an end of unit summary.

All our classrooms have a range of basic resources. There is a wide range of specialist geography resources that are stored centrally where teaching staff can access and keep safe.

Development of vocabulary in Geography

For each unit of work, knowledge plans will provide staff with a range of vocabulary. Some vocabulary will have been previously taught to ensure that it has been retained and can be built upon. Other vocabulary will link to the current unit. Vocabulary will relate to art materials, processes, skills and focus artists.



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Development of knowledge and understanding

For each unit of work, knowledge plans will provide staff with the key knowledge that the children need to learn, understand and retain in order to progress within the subject.

Parental involvement

There are opportunities each term when parents can discuss their children's progress with their teacher as part of parent's evening meetings whereby teachers provide parents with helpful advice on how to support their child. Parents are encouraged to look through the children's geography books and discuss their progress and attainment in geography.

Inclusion

We aim to provide for all children so that they achieve their potential in Geography, regardless of gender, ethnicity or home background. In the main, inclusive practices outlined in the Inclusion, SEN and Pupil Premium policies are adhered to in geography. Briefly, those in need of support are formally identified during pupil progress meetings which are held at least termly but may also be informally identified by the class teacher prior to that. As a result, teachers will arrange to meet with the parents and/or the SENCO and/or other senior leaders.

Impact

Assessment

Marking and feedback

In the main, work will be assessed in-line with the school's Assessment Policy.

Summative Assessment Use

In the main, work will be assessed in-line with the school's Assessment Policy. However, Art and Design has the following key differences in expectation/approach:

Formative Assessment Use

The teacher records the progress made by children against the learning objectives for their lessons. At the end of a unit of work, we make a judgement against the progression statements. Using this information, the teacher records whether each child is working below, at or beyond age related expectation and then uses this information to plan future work for each child.