



HARLINGTON LOWER AND SUNDON LOWER SCHOOL **GEOGRAPHY POLICY**

Approved by Board of Governors: February 2025
Next review: February 2027

The curriculum policy and equal opportunities policies should be read as a preface to this policy.

PHILOSOPHY

We believe that the school will encourage, extend and develop each child's knowledge of how geography plays an important role in the understanding of the world and how its environments are interlinked and dependent on each other. We will encourage children to be open minded, tolerant, respectful and aspirational world citizens who appreciate difference and value diversity.

AIMS

- To arouse and inspire children's interest and curiosity about people and places in the world.
- To give children a sense of their identity in their own community.
- To promote a high standard of teaching and learning in accordance with the National Curriculum Guidelines using Twinkl planning / Scholastic/ Hamilton materials.
- To plan programmes of work, which enables a progression of learning through a variety of appropriately, targeted experiences.
- To develop geographical skills and language.
- To encourage children to express opinions about their environment.

OUTCOMES

To develop learning which promotes:

- The children to have enquiry skills.
- The skills to understand maps, atlases and simple scale.
- Children to have a sense of identity through the understanding of their own community, its place in the U.K. and the world.
- The knowledge that people and places can be shaped by their geography and environment.
- The understanding of simple weather recording, and handle related data.
- The children to become independent learners through experience.
- Children's understanding of simple co-ordinates and grid references.
- Children's understanding of fieldwork skills.

IMPLEMENTATION

The school will ensure that:

- Content and coverage is planned across the scheme of work for each key stage.
- Progression and differentiation are catered for where appropriate.
- Reporting, recording and assessment are in place in accordance with the Marking and Feedback policy and the Principles of Assessment Policy
- There will liaison between the subject leader and the teachers to promote good practice.
- Planning will be looked at as a whole school to ensure a broad cover of the curriculum is maintained and be built on in future years.
- Cross Phase liaison with Middle School takes place.

TEACHING AND LEARNING

- Geography will be taught regularly although this may be in blocks. Each class teacher to ensure a broad curriculum across the year.
- There will be a range and flexibility of teaching styles, for example whole class teaching, small groups and individual work.
- Geography will be taught as a stand alone subject with cross curricular links made where appropriate.
- Differentiation will be arrived at through accessibility to sources, complexity of task or expectation of outcome.

Early Years (Understanding of the World)

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

KEY STAGE 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

KEY STAGE 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. Teachers will ensure that links between subjects are maximized, including history, science and computing.

RESOURCES

The School will resource the requirements of the National Curriculum by:

- Twinkl planning
- Hamilton/Scholastic schemes
- Videos clips, ICT, music, visual materials, artefacts, buildings, sites and documents.
- The provision of a range of maps, atlases, globes, aerial photographs, photographs and appropriate texts to support the programmes of study in the scheme of work.
- The village as field study area at both Key Stages 1 & 2.
- Where budgets allow resources will be updated and I.C.T provision improved.
- Resources to be kept in individual teachers classrooms where necessary and in the Rowan Geography cupboard.

MANAGEMENT

The management of Geography will be overseen by the subject leader who will liaise with the Head and other members of staff to promote and develop a broad and balanced Geography curriculum.

ASSESSMENT RECORDING AND REPORTING

- Assessment is on-going with children being assessed against the National Curriculum statements.
- Coverage to be highlighted and checked on the National Curriculum.
- Progress and attainment in Geography to be reported in the end of year report.

- Coverage and standards will be monitored by the subject leader who will look at planning, carry out learning walks, scrutiny of children's work and discussion with children.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.