



Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be.'

Geography Policy

CRC Article 29: All children have the right to be the best they can be.



Date policy approved/adopted:	December 2023
Next review date:	December 2024
Approved by:	Curriculum and Standards Committee
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

Geography Policy

CRC Article 28: All children have the right to learn.

Date of Policy:	December 2023
Review Date:	December 2024
Subject Lead:	Mrs. D. Buxton
Governors for Geography:	Mrs. N. Nixon Curriculum and Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn, where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is always done in the best interests of the children.

All our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious, and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high-quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Entitlement

This Geography Policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school's relentless focus on high standards and expectations of all pupils.

Our Intent, Implementation and Impact in Geography

Intent

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally. In Geography, this means ensuring a curriculum that is fully inclusive of all children; we are all geographers and want all our children to love Geography and to be able to use geographical procedural skills and substantive and disciplinary knowledge to make sense of the world around them.

Geography is a key element in the curriculum for many reasons. It enables pupils to question, describe, compile, collate, explain, compare, analyse, interpret, communicate, predict, evaluate and conclude. It enables them to think critically and provides opportunities to develop reasoning and problem-solving skills and to develop personal skills and qualities which are necessary in order to solve problems in the real world. It gives them opportunities to apply learnt geographical skills in different contexts across the curriculum, particularly alongside Maths, Science, Design and Technology, Art and Design and Personal, Social, Health and Economic Education. There is an opportunity for intellectual and creative learning as well as independent and co-operative learning. Through Geography, children develop an awareness of pattern and relationships which helps to form a deeper understanding of a situation.

At Timothy Hackworth Primary School, we aim for a high-quality, fully inclusive Geography curriculum, where pupils progressively gain the knowledge (substantive), understanding (disciplinary knowledge) and skills (procedural knowledge) to be confident and able Geographers. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills which should inspire, and promote, in pupils, a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. We want them to have no limits as to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. We want them to embody our Timothy Hackworth Child.

Our teaching equips pupils with substantive knowledge and disciplinary knowledge about their own locality, country and world, considering diverse places, people,

resources and natural and human environments. As pupils progress, their growing knowledge about the world should help them to deepen their disciplinary knowledge and understanding of the interaction between the Earth's key physical and human processes at different scales and how they are shaped, interconnected and change over time, and of the formation and use of landscapes and environments. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Timothy Hackworth Primary and into their further education and beyond.

We also want children to develop geographical skills and procedural knowledge: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans, and communicating information in a variety of ways. We want children to enjoy and love learning about Geography by gaining knowledge and skills, not just through experiences in the classroom, but also through the use of fieldwork and educational visits.

Our Geography Curriculum is ambitious and empowers our children to become independent and resilient. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of their own locality, country and of the world, as well as their place within it. The Geography Curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used to promote their Spiritual, Moral, Social and Cultural development. We want to equip them with, not only the minimum statutory requirements of the Geography National Curriculum, but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to learn from their own and others' cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our Timothy Hackworth Child placed at the heart of everything we do. We strive to ensure our pupils can demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

At Timothy Hackworth Primary School, we aim to develop not only children's substantive and procedural knowledge, but also their disciplinary knowledge, we want

all children to think like Geographers and develop characteristics of a Geographer, by having:

- an excellent knowledge of where places are and what they are like;
- an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated;
- to develop a deeper understanding of the interaction between physical and human processes;
- an extensive base of geographical knowledge and vocabulary;
- fluency in complex, geographical enquiry and the ability to apply questioning skills and to use effective analytical and presentational techniques;
- the ability to reach clear conclusions and develop a reasoned argument to explain findings;
- significant levels of originality, imagination and creativity as shown in interpretations and representations of the subject matter;
- a highly developed fieldwork and other geographical skills and techniques;
- an ability to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems (GIS);
- an ability to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length;
- a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live within it;
- the ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

Through our Geography Curriculum we aim to:

- enable children to develop an awareness of the local environment and use appropriate vocabulary to describe human and physical features;
- arouse children's curiosity by developing geographical procedural skills through use of the local area, fieldwork, observations and learning how to use, draw and interpret a range of maps;
- develop children's substantive knowledge and disciplinary knowledge (understanding) of the human and physical process which shape places at a local,

national and international level and explain their similarities and differences, interconnectedness and changes over time;

- encourage children to find their own way of carrying out tasks, considering imagination, initiative and flexibility. All children have the right to have their own talents and abilities developed to their full potential;
- enable children to work independently using their initiative or to work co-operatively in groups. All children have the right to have their ideas listened to and valued;
- provide challenge and a sense of achievement leading to pleasure and enjoyment. All children have the right to be the best that they can be.

Implementation

The Geography Curriculum is based upon the National Curriculum and from this, sequences of learning are carefully planned and developed so that new skills and knowledge are built upon previous skills and knowledge to enable consolidation and progression. In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.

Geography is taught as part of a half-termly topic (alternating with History) with a discrete lesson each week, focusing on knowledge and skills. This helps to ensure that geographical subject matter can be revisited frequently, thereby improving the potential for our children to retain what they have been taught, to develop their long-term memory and thus improve the rate of progress they make. The Geography Curriculum, its learning opportunities and assessment criteria for each year group, have been carefully crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills.

As Geographers, children will gradually widen their sense of scale, from small and local, to large and global, and to develop fieldwork skills each year until they can plan, carry out and evaluate their own surveys. Within each year group, Geography strands are revisited in a progressive manner.

To stimulate children's interest and to develop their questioning skills, children learn about their locality, carefully exploring human and physical geographical features through fieldwork. Children then build upon their substantive knowledge by comparing their lives in their locality to other parts of the United Kingdom and the rest of the world.

As children grow and move through school, they will build upon their substantive knowledge and deepen their disciplinary knowledge (understanding) by considering the interactions between the human and physical forms and processes. Cross-curricular outcomes in Geography are specifically planned for and teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork, to enable children to base learning on first-hand experiences.

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

EYFS

We teach Geography in the Foundation Stage as an integral part of topic work. Geography makes a significant contribution to the ELG objectives of developing a child's Understanding of the World.

Geography is sometimes used as a topic focus for the term, but we also aim to ensure that it is integrated into other areas of the curriculum and geographical skills are taught throughout the year through cross-curricular work. Most of the Geography is taught through children's first-hand experiences, practical activities and through stories. Daily weather observations are made and seasonal features noted. Festivals and celebrations from around the world are observed and provide good opportunities to explore different places and participate in diverse cultures. There is also opportunity for regular Forest School sessions and visits in and around the local environment, which all children, from the 2-year-old provision to Reception, take part in.

KS1

Pupils develop knowledge about their locality, the United Kingdom and the world. They understand basic subject-specific vocabulary relating to human and physical geography and use geographical skills, including first-hand observation, to enhance their locational awareness. Units of work for each Year group, detailing geographical learning and National Curriculum coverage are clearly set out in the school's Geography Overview.

KS2

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and wider global features. This will include the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Units of work for each year group, detailing geographical learning and National Curriculum coverage are clearly set out in the school's Geography Overview.

Impact

Impact is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum for Geography. This will ensure that children at Timothy Hackworth Primary are equipped with geographical skills and knowledge that will help them explore, navigate and understand the world around them and their place within it and enable them to be ready for the curriculum at Key Stage 3, preparing them to become competent geographers in secondary education and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future.

Outcomes in children's books evidence a broad and balanced Geography Curriculum and demonstrate children's acquisition of identified key substantive knowledge. They demonstrate an excellent level of knowledge of where places are and what they are like. Children also convey an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. Children demonstrate a deeper understanding of the interaction between physical and human processes and have an extensive base of geographical disciplinary knowledge and vocabulary. Children have an increased fluency in complex, geographical enquiry and demonstrate the ability to apply questioning skills and to use effective analytical and presentational techniques. Children are able to reach clear conclusions and have developed a reasoned argument to explain findings. They display significant levels of originality, imagination and creativity as shown in interpretations and representations of the subject matter. Children demonstrate a highly developed and frequently utilised set of fieldwork skills

and other geographical procedural skills and techniques. Children have the ability to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems (GIS). Children are also able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Our children have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live within it. They are able to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

As children progress throughout the school, they develop a deeper knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Geography and Cross-Curricular Links

Geography links to many areas of the curriculum and geographical activity can contribute significantly to the development of more general skills such as observing, questioning, communicating, analysing, evaluating, reasoning and problem-solving. We consider Geography to be a powerful tool with great relevance to the real world and it is the right of every child to know about the world that they live in.

The overall, wider curriculum provides excellent opportunities for placing Geography in context which allows children to:

- reflect on the real world in which we live;
- make maximum use of Geography in other areas of the curriculum;
- help pupils to learn by working in a variety of contexts.

Cross-curricular opportunities are capitalised upon in Maths, English, Science, Design and Technology, Art and Design and PSHE.

More Able and Talented Learners

The Geography Subject Lead will promote the following key strategies for maximising progress and enabling learners to meet their full potential:

- The use - by all - of open-ended questioning where a learner's first response may then be further developed and so encourage deeper thinking.
- Valuing a growth mindset that encourages learners to risk failure. Instead, viewing it as a crucial part of the learning process that avoids the pitfalls of playing it safe and success meaning only doing things that they can get completely right or find easy.
- Encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes.
- Praising high levels of effort, progress and attainment whilst making sure that a focus on the next steps are a valued part of the ongoing learning process.

Special Educational Needs and Disabilities

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate adaptations. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

Assessment

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum but needs to take into consideration all geographical learning which is an outcome of the school curriculum. Assessment in Geography is only a part of the school policy on assessment as a whole.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical concepts, skills and attitudes. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. There must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children during their geographical learning.

Attainment in Geography is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum for Geography and key criteria from the school's Geography Overview for each year group.

Monitoring and Evaluation

The monitoring of Geography teaching and learning in our school will take place through the:

- monitoring of short-term planning by the Geography Lead;
- observations and Learning Walks by the Geography Lead and SLT where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.
- informal discussions between staff and the Geography Lead;
- the completion of any whole school Geography projects where work/evidence is gathered, across the whole range of ages in the school;
- scrutiny of books, displays and any other evidence of achievement, by the Geography Lead and SLT;
- pupil interviews conducted by the Geography Lead;

- checking of children's standards of work against agreed criteria e.g. teacher assessment.

Teacher assessments are moderated by the Geography Lead to ensure parity. Assessment data is robustly and rigorously analysed in detail by the Geography Lead, and outcomes shared with the SLT and staff.

Pupils will have their development and performance monitored through a range of assessment techniques to ensure that they make progress to their full potential.

Planned and routine monitoring tasks are undertaken by the Geography Lead which includes pupil book scrutiny, learning environment scrutiny, planning scrutiny and pupil interviews.

The Geography Lead works alongside teachers to provide tailored support to discuss, plan and implement a range of assessment and moderation strategies.

Our Governing Body

The Curriculum and Standards Committee liaises with the Geography Lead on a regular basis.

The Governing Body will provide support and challenge and are kept up to date with developments in Geography through meetings with the Geography Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

Conclusion

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high-quality education; our Geography Policy is designed to ensure that all pupils have access to this right.