

HAZELDENE SCHOOL



**GEOGRAPHY POLICY
REVISED October 2019**

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12TH NOVEMBER 2019

TO BE REVIEWED OCTOBER 2020

Hazeldene School

Geography Policy

Our Geography Curriculum Intent - Curriculum design, coverage and appropriateness Goals/Aims

At Hazeldene, we aim to create a learning experience for the children that embeds the ethos of the national curriculum which is to provide 'A high-quality geography education (which) should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' It is our intention that this curiosity and fascination begins enthusiastically in early years and is threaded through their curriculum journey with equal commitment until the children leave us in Year 6.

Whole school days such as Greta Thunberg Day in September, Earth Day in April and a newly planned International day that promotes Geography alongside modern foreign languages, help raise the children's cultural awareness and develop attitudes and beliefs about the world around them.

The staff at Hazeldene believe that everyone should have access to the Geography curriculum, regardless of gender, race, disability, economic background or educational need. We ensure that we study a range of place and cultures and make every effort to avoid stereotypes so that children develop an accurate perception of people and places.

It is our intention that Geography is taught through topic work, as part of a whole school topic-based approach to teaching and learning. This enables teachers to forge cross curricular links giving a meaningful context for the learning. However, teachers make it explicit to children that they are learning Geography and that they are being 'geographers'. Geography is important in our school as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. We explore the relationship between earth and its people. It stimulates curiosity and imagination. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes. It is our intention that children learn to explore the grounds of the school and its immediate surroundings. We would like the children to have an appreciation of the town in which they live, whilst developing an increasing geographical understanding of England, the United Kingdom and the wider world.

It is our intention that children can not only tell us what they are doing in their Geography lessons, but what they are learning.

The Curriculum implementation - how do we consider the content and teaching sequence in each subject?

Our Geography curriculum is designed and personalised for our children and their experiences. Staff continually review and adapt work and learning to meet the needs of all children, including

the most able, those with special educational needs and/ or disabilities and other vulnerable groups.

Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning. Staff work collaboratively to ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Our progressive topic units of work are designed for our children and their experiences. Staff assess the children's prior knowledge and their own Geography before commencing a topic and ask children to express what they might like to find out and how they might go about doing this. Staff continually review and adapt work and learning to meet our children's needs. Fieldwork sessions and enrichment opportunities are incorporated into planning to actively engage the children in their learning. Staff have worked collaboratively to ensure there is continuity and progression of locational and place knowledge, human and physical features and geographical skills within key stages and across the year groups.

At Key Stage 1, our pupils develop knowledge about their own locality in Bedford, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their awareness of the key human and physical features of their immediate surroundings.

At Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

Children are taught how to develop their reasoning and analytical skills and then demonstrate their understanding through the use of thinking clouds. Thinking clouds are a tool where the children can express what they have learned, how they know and consider what this means. Through skilled questioning, staff aim to assess this understanding through discussions with the children and evidence of the thinking cloud explanations in the children's books.

Our curriculum impact – How well are our pupils learning the content within our curriculum?

First and foremost class teachers, the subject leader for Geography and Governors talk to the children and listen to what they have to say about their learning of Geography. This is so valuable in assessing the impact of planning and teaching and providing valuable insight for future planning.

Class teachers continually assess the impact of their planning and how the children have accessed learning in lessons. Formal assessments are made termly, using Target Tracker which is the school's assessment tool.

The children receive regular feedback from their teachers. Opportunities are sought through Class Dojo communication to share their child's learning with parents and carers. Take home tasks are promoted by teachers to allow parents to engage with their child's learning and through this it is possible to see the impact of their child's learning. Parents/carers have the opportunity to discuss their child's progress at parents' evenings in the Autumn and Spring term and are informed via annual school reports in the Summer term. Parents may also be invited to see other topic related work at other times such as class assemblies and displays of topic books.

Class teachers share their children's topic books with each other to promote an open culture of continuing improvement and reflection, assessing the progress in Geography. Learning walks, books looks and analysis of target tracker data help the Geography subject leader and senior leaders and governors assess progress in Geography. Values, beliefs and attitudes also provide insight into the impact of the Geography curriculum, such as a child's care for nature, their desire to travel, curiosity about some aspect of the world, responsibilities towards the environment such as encouraging their parent to reuse or recycle, or earning green tickets in school. These incidental but important markers also demonstrate the impact of the Geography curriculum.

This policy will be monitored and reviewed by the Geography Subject Leader, Vicky Norman with contributions from other stakeholders.

October 2019