



Geography Policy

September 2024



HLC Geography intent:

- To develop a strong focus on developing both geographical skills and knowledge.
- To develop critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- To develop fieldwork skills across each year group.
- To encourage a deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- To nurture a growing understanding of geographical concepts, terms and vocabulary.

At HLC we adapt the Kapow Primary's Geography scheme of work. This aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through this scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

HLC Geography implementation

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

Our planning has a clear progression of skills and knowledge within these four strands across each year group. The document named [Progression of skills and knowledge](#) shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the document named [Progression of key geographical concepts](#).

We use a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. We follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD.

Geography is taught every other half term at HLC ensuring that every child has been taught three units each year.

HLC Geography Impact

The expected impact is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

HLC Geography assessment

Children are assessed at the beginning and end of every unit to enable teachers to track progress against the Geography objectives. These assessments are in the form of a quiz and a score out of 10 will be recorded on the Geography tracker. Teachers are also expected to use on going assessments within lessons to inform future planning and avoid gaps in knowledge.

HLC Geography lesson format

Geography lessons will be taught in the following steps:

- Recap and review previous learning
- Attention grabber/ lesson hook
- Main event
- Wrapping up

Written by Louise Burgess (12th September 2024)

To be reviewed September 2026