



Heatherley Primary School

Geography Policy.

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The Curriculum Policy for Geography

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

This policy outlines the **Intent**, **Implementation** and **Impact** of the **Geography** here at Heatherley.

The **Implementation** of this policy is the responsibility of all teaching staff. The school policy for **Geography** reflects the consensus of opinion of the whole Heatherley Community including teaching staff and Governors.

Intent

The geography curriculum intends that our children will have a deep understanding of their local environment and the diverse surroundings in the wider world, with an appreciation of human and physical characteristics. 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 the world, as well as their place in it. The geography curriculum at Heatherley Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.

Implementation

Geography is woven into our broad curriculum, and teachers use the Geography Scheme of Work to link locational knowledge of the world into the topics pupils cover, whilst at the same

time embedding the use of map skills and fieldwork throughout pupils' time here at Heatherley Primary School.

As children progress throughout school, they develop knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Within different topics, children have the opportunity to develop an understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes (for example, Year 3 and 4 studying 'Extreme Earth'). Our topics also cover the physical aspects of the Earth, including how our behaviour impacts upon the Earth and how we leave our human mark on the Earth's surface.

Our Geography Progression Grid is taken from the National Curriculum and has been added to where necessary to meet the needs of our children. As the National Curriculum prescribes, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6. Lesson planning in Geography will take account of prior knowledge and skill development, building further upon existing skills in readiness for the next stage in the learning journey. For example, using the local area to follow maps in Key Stage 1, to compare the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues such as pollution cultural heritage, tourism, climate change and migration in Upper Key Stage 2. Cross-curricular outcomes in geography are planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'. Children learn about features of their environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption

to quality-first teaching. Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

- Regular school trips provide further relevant and contextual learning across all the key stages.
- Residential trips for key stage 2.
- Field work in the local area, looking at environmental factors.
- Eco-Warriors after school club, which provides children with the opportunity to take responsibility for looking after their environment.
- Visitors in school.
- Forest schools.

Impact

Our pupils demonstrate a passion and thirst for learning for the world around them, asking thought-provoking questions about the planet, its people and how places and cultures differ to their own lives.

Pupils leave us, being able to express their locational knowledge, articulating their understanding of Physical and Human Geography, putting them in the best possible position to access the requirements of the Secondary School Geography Curriculum.