



# **Hollinhey Primary School**



## **Geography Policy**

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# Hollinhey Geography Curriculum Policy 2022

## **Aims**

The National Curriculum for Geography aims to ensure that all children:

- develop contextual knowledge of the location of globally significant places,
- understand the processes that give rise to key physical and human geographical features of the world, and
- are competent in the geographical skills.

## **Intent**

At Hollinhey, it is our intention to teach Geography in alignment with our core values:

**Honesty** – We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning.

**Effort** – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.

**Achievement** – We intend to provide children with a secure grasp of core geographical knowledge and skills, along with the curiosity to continue to question and learn about the world as they move forward into their lives.

**Respect** – We aim to inspire a lifelong love of learning about the world and its people among our children, and to challenge any misconceptions or stereotypes which they may encounter.

**Tolerance** – Through learning about different places and peoples around the world, pupils will develop understanding of, and empathy towards, people living in different places around the world. We will teach Geography in an inclusive manner, with high aspirations for all our learners.

## **Implementation (How are we teaching)**

We implement our intentions through teaching Geography within the broader context of topics where appropriate, making links and connections between geographical learning and other areas of the curriculum in order to inspire pupils and support linking of concepts and ideas between subjects.

Though we teach Geography through topics which link to other subjects, we make it clear to pupils when they are studying Geography, to enable them to develop a clear understanding of the subject. Pupils record their studies of Geography, when appropriate, in a separate Geography book.

Geography is the main focus in two of the topics in each year group through the year, and this is supplemented through additional learning in other topics where appropriate. A quality piece of fieldwork is planned each term, to support pupils in deepening their understanding of geographical processes.

We are in the fortunate position of having wonderful school grounds and surrounding areas to support our teaching of Geography, and seek to provide experiences for learning which make the most of the opportunities for fieldwork that this presents.

Fieldwork is particularly important in geography, be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

### **Impact (how we are assessing and monitoring)**

As a result of this implementation, we believe that pupils will be enthusiastic about Geography and develop a keen curiosity about the world around them and further afield. They will display characteristics of a growth mindset, including the confidence that derives from understanding that their mistakes are a key part of their learning. They will feel that they are suitably challenged, yet also know that they will be well supported where needed.

We believe that children will develop a secure grasp of geographical knowledge and skills, along with the desire to continue with their learning into the future.

We will assess and monitor the impact of the teaching and learning at Hollinhey through assessing pupils' progress towards End Points. Teachers will assess pupils on an ongoing basis throughout Geography lessons. Pupils will complete formative assessments at the beginning of units of work and summative assessments at the end, in order to monitor the progress of pupils through the units.

### **Adaptation and SEN**

The school uses a variety of approaches to teaching and learning in Geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities.

Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT. Fieldwork activities provide ideal opportunities for outdoor learning.

In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the Geography curriculum for some pupils. Through the teaching of Geography, we provide learning opportunities that enable all pupils to make progress. As part of our dyslexia-friendly approach to teaching and learning, we use adapted resources where appropriate, such as visual timetables, different coloured backgrounds and screen printouts.

### **Extra opportunities**

All children will be given access to Geography irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

### **Roles and responsibilities**

The subject leader will:

- Take the lead in policy development.
- Take the lead in implementing the Curriculum to ensure progression and continuity across the school.
- Support colleagues in assessment and record keeping activities.

- Monitor teaching and learning in Geography and advise the Headteacher on action needed.
- Keep up to date with developments in Geography Education and disseminate information to colleagues as appropriate.
- Promote positive geographical information.

**When the policy will be reviewed**

The policy is due to be reviewed in Autumn 2025.