



**HAZEL LEYS ACADEMY**

‘Be Inspired’

‘Placing our pupils at the heart of everything we do’

## Geography Policy

## **INTRODUCTION**

The National Curriculum order for geography describes what must be taught in each key stage.

This policy follows a whole school format and rationale.

*Why do we teach geography?*

At Hazel Leys Academy 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 Hazel Leys Academy 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. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

### **Curriculum Impact:**

*What will this look like?*

The impact of our geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, listening to child-led discussion, interviewing pupils across the school about their learning, book trawls and using images/videos of children's practical learning. Children will have the chance to participate in low stakes quizzes and also have the opportunity to complete longer tasks to gauge the depth of their geographical understanding. By end of the Geography curriculum Hazel Leys Academy our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- The ability to reach clear conclusions and explain their findings
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live there

## **2. RATIONALE**

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents and other agencies have a clear understanding. This policy is the formal statement of intent for geography. It reflects the essential part that geography plays in the education of our pupils. It is important that a positive attitude towards geography is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

### **3. EQUAL OPPORTUNITIES**

We incorporate geography into a range of cross-curricular subjects and seek to take advantage of multicultural aspects of geography e.g. exploring diverse cultures on all continents. All children have equal access to the curriculum. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

### **4. PRINCIPLES**

The principles of Hazel Leys Academy for geography are:

- policy and provision are evaluated and reviewed regularly
- resources of time, people and equipment are planned, budgeted for and detailed when appropriate.
- cross curricular links will be highlighted where appropriate
- it is the right of all children to achieve well at geography
- planning of geography using unit plans ensures continuity and progression across all year groups and key stages.

### **5. AIMS**

#### **5.1 General**

##### **Curriculum Intent:**

*Why do we teach this? Why do we teach it in the way we do?*

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

At Hazel Leys Academy, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in and gain an appreciation of the difficult and often described 'messy' world we live in. Our Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, and can draw upon their knowledge in other disciplines. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place within it.

## 5.2 Specific

To ensure a coherent and progressive curriculum, geography is taught through the framework of four vertical concepts. These vertical concepts provide lens through which to study and contextualise geography in topics, as well as a gradual, deep understanding of complex, more abstract ideas:

**Location and place** - Where is this place? What are the human and physical characteristics of this place? What is the interaction between people and place?

**Geographical scale** - The location is seen at a local to global scale. Cause, effects and responses can vary in their scale. What are the similarities and differences at the different scales – local, regional, national, global?

**Making connections** - What are the connections between the human and physical worlds? How does one event affect another?

**Geographical skills** - The use of disciplinary skills, such as mapping, fieldwork enquiry and the use of key vocabulary.

## 6. PROVISION

### Curriculum Implementation:

*What do we teach? What does this look like?*

Based upon the National Curriculum and the individual needs of our children and the Hazel Leys community, we have adopted a knowledge rich curriculum for the delivery of our entire geography curriculum. Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected. Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as: what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

## **7. ORGANISATION OF TEACHING AND LEARNING**

The Early Learning Goals 2020 have been adopted for children at the foundation stage using topics and children's own interests.

They begin:

- to make sense of the world around them through exploration of natural materials, indoors and outside,
- explore and respond to different natural phenomena in their setting and on trips and notice differences between people.

Later they

- use all their senses in hands-on exploration of natural materials,
- explore collections of materials with similar and/or different properties
- know that there are different countries in the world and talk about the differences they have experienced or seen in photos,
- recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world and engage in opportunities to discuss how we care for the natural world around us.

In KS1 and KS2, the geography overview demonstrates the geographical content of topics and when these are to be taught. Subject overviews provide the substantive and disciplinary knowledge to be learned as well as key questions for enquiry. Vertical concepts (see page 3) are revisited throughout our geography learning, providing a consistent context that allows pupils to situate new knowledge in their wider geographical understanding and revisit key themes throughout our geography to help them better understand the world in which they live.

There is also strong emphasis on the development of geographical vocabulary. Key words are displayed on working walls and teachers ensure that they model the correct use of geographical terminology. Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute. Activities are planned to encourage the full and active participation of all pupils and teachers differentiate tasks via scaffolding and questioning in order to meet the needs of all abilities.

## **8. Working with parents**

When guidance by Public Health England allows, at Hazel Leys Academy we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child
- Inviting parents into school in the summer term to discuss the yearly report
- Inviting parents to curriculum evenings or circulating information via newsletters when significant changes have been/are made to the geography curriculum
- Inviting parents to view the geography work of children