KINGS HILL SCHOOL
PRIMARY & NURSERY

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Primary and Nursery

Geography Policy

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GEOGRAPHY POLICY

Introduction

At Kings Hill School, we are committed to providing all children with learning opportunities to engage in geography. This policy reflects our school's values and philosophy in relation to the teaching and learning of geography. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment

Intent

Our Geography curriculum is designed to generate a passion for the subject that leads to continued enquiry, future personal interest and possibly careers relating to this area of study.

At Kings Hill School and Nursery the intent of our geography curriculum is to:

- Foster in children an interest, understanding and enjoyment of geography.
- Enable children to gain knowledge of their locality and the processes which have changed their world.
- Encourage children to make comparisons between the environment and communities at a local, national and global level.
- Nurture an enquiring mind, the ability to investigate, analyse, evaluate and communicate findings and opinions.
- Develop specific geographical skills through the use of maps, atlases and measuring equipment (weather).
- Improve factual knowledge of geographical features throughout the world (oceans, continents)
- Enhance children's sense of responsibility for the care of the Earth and its people, through a focus on 'Climate Change' throughout the school.
- Deliver exciting first-hand geographical experiences throughout outdoor learning.

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever changing wider world around us:

• I am a good communicator.
• I am knowledgeable.
• I am an innovator.
• I am an individual.
• I am a good citizen.
• I am emotionally intelligent.

Values Based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

Our delivery of the curriculum enables children to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences plus build upon these skills as they progress through the school. Content is selected carefully to allow richer and deeper learning experiences. Lessons are learned for a specific purpose and real life applications are emphasised to make learning relevant.

Teachers have a good knowledge of the subject with the Geography Lead providing effective support for those teaching outside their main areas of expertise. As part of the planning and teaching process, teachers implement the following:

- A knowledge organiser including vocabulary which outlines all knowledge children must master and apply in lessons
- Teaching designed to help learners to remember the content they have been taught and to integrate new knowledge into larger concepts
- Lessons which carefully plan for progression and depth - concentrating on the geographical skills suited to the age group
- The checking of learners' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback - responding and adapting teaching as necessary. Pre-empting such misconceptions can be used as 'hook' questions at the start of units of study
- The journey through each topic is pocketed with ancillary, provocative broadening and deepening questioning for pupils to apply their learning in alternative contexts
- Teachers present subject matter clearly, promoting and encouraging appropriate discussion about the subject matter, capitalising on the unique viewpoints provoked by the subject
- Learner accessible and interactive topic displays in classrooms

Wider curriculum opportunities are available to all children and include:

• Outdoor learning experiences
• Welcoming visitors to the school who we can learn from
• Trips to locations away from school
- Encourage attendance of an extra-curriculum Geography committee devised to enlighten young minds to the scope of the subject – The Eco Committee

These wider curriculum opportunities form part of our pupil offer for every child.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- A celebration of learning across the school through high quality displays in classrooms and communal areas
- Enjoyment of the subject's delivery with 'Pupil Voice' sessions facilitated to discuss their learning
- Learners are prepared for their next stage of education

Learning Environment

A rich learning environment supports our curriculum. Geography displays support children's learning in every classroom; these include key information, vocabulary, pictorial representations and key questions to encourage discussion and enquiry related to the topic being taught.

Our Geography curriculum utilises our school grounds and outside areas to support learning. Examples of this could be mapping and orienteering around our field, exploring woodland habitats or creating maps of the UK out of mud.

Similarly, we also make use and reference to our surrounding area, with pupils becoming familiar with Kings Hill and all its features.

Throughout their time at school, children also have the opportunity to go on enrichment visits that are Geography specific or cross curricular with opportunities to make geographical links. Our curriculum is also supplemented through the use of specialist visitors to the school.

Equal Opportunities and Inclusion of all Learners

All children have equal access to the geography curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Kings Hill School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Roles and Responsibilities

It is the role of the Subject Leaders to ensure that, along with SLT, the subject is monitored using a range of processes to inform the development of geography teaching and learning. Outcomes are shared with colleagues and appropriate actions are implemented. It is role of the Subject Leaders to identify and support the training needs of colleagues.

The Subject Leaders engage with professional development and learning and impart their interest in geography to the school community. It is the role of the Subject Leaders to ensure that pupil voice is valued and responded to and there is an understanding of the importance and value of geography amongst the staff and children.

It is the school's role to provide effective support for the Subject Leaders' development of geography.

It is the responsibility of all staff to inform Subject Leaders of resources that need replenishing or are required to enhance the teaching and learning of geography.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires
- Teacher feedback