

Hose Church of England Primary School



Geography Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Values

We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride. We believe that a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The 2014 National Curriculum for Geography sets out clear expectations for what should be taught, including locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. This policy outlines how geography is taught and assessed at our school, in line with the expectations set by [Ofsted](#).

Aims and Objectives

At Hose Church of England Primary School, we aim to offer a balanced and broad curriculum which enables pupils to:

- To develop geographical knowledge and understanding of the world.
- Develop knowledge about diverse places, people, resources and natural and human environments
- Foster a deep understanding of the geographical processes and concepts.
- Develop skills in interpreting maps, using globes and undertaking fieldwork.
- To inspire a fascination about the world and its people.
- Think critically about issues affecting the world.
- Accurately and confidently use geographical terms and vocabulary to communicate geographical ideas effectively

National Curriculum Aims

The National Curriculum (2014) for geography aims to ensure that all pupils

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Curriculum Provision

Our school's geography curriculum is designed to be broad, balanced, and engaging. It is carefully planned to ensure progression in knowledge and skills throughout a pupil's time at Hose Church of England Primary School. The Curriculum follows a two-year planning cycle and allows for in-depth exploration of key themes and concepts across our mixed age classes, including continuous provision opportunities in the Early Years Foundation Stage (EYFS). Units of learning are chosen to ensure they are relevant to the world we live in, reflect the interests and experiences of our pupils, as well as covering the statutory requirements of the National Curriculum.

Key Themes

Golden threads of diversity, settlement, environmental impact, and global citizenship weave through our curriculum, making links between units and across year groups. Key themes are revisited over time, ensuring the development of deeper understanding of concepts.

Teaching and Learning

- In KS1 and KS2 Geography is taught weekly, alternated in half-term blocks with History.
- In EYFS, curriculum links have been identified and opportunities for learning about the past and change over time are built into learning opportunities and continuous provision. These can be seen in our EYFS Curriculum Links document.
- Lessons are interactive, engaging, and utilize a range of teaching methods to meet the needs of all learners.
- Fieldwork opportunities are provided where relevant to allow pupils to experience geography in the real world.
- Opportunities will be provided for pupils to learn about their local area and its connection to the wider world.

Equal Opportunities

Each child is recognised as an individual in our learning community and adaptations will always be made to support every child to thrive. We will therefore adapt and ensure that:

- All pupils, including those with SEND, will have access to a broad and balanced Geography curriculum.
- Geography is taught in a way that respects and values the diversity of our school community and allows children to learn about life beyond the village's doors.
- Adaptive teaching approaches are utilised in all lessons to provide appropriate levels of support and to ensure all pupils can make progress.
- The curriculum is inclusive and accessible to all pupils, regardless of their background or ability.

Resources and Enrichment

- Ensure access to a range of age-appropriate and up-to-date geographical resources, including atlases, maps, globes and digital resources is available in all classes.

- Collaborate with local museums, geographical societies, and experts to enrich pupils' understanding of history.
- Engage with a range of guest speakers, workshops, and educational visits to enhance learning experiences.

Assessment and Feedback

- Regular formative assessment is used to track pupils' progress in geographical knowledge and skills and support adaptive teaching.
 - Feedback will be specific, timely, and actionable. Pupils will be actively involved in responding to feedback and setting targets for improvement.
 - Summative assessments are used at the end of each unit to evaluate learning outcomes and feed forward for future learning.
- ➔ Further information on assessment and feedback can be found in the Marking and Feedback Policy.

Monitoring and Evaluation

The Geography Subject Leader is responsible for monitoring the quality of teaching and learning in Geography, as well as the effectiveness of the curriculum implementation. This includes through the use of lesson visits, discussions with pupils and book-looks. Regular reviews of the curriculum ensure that it remains relevant, engaging and continues to fulfil the curriculum aims.

Summary of Expectations from Ofsted

- Be well-structured, sequenced, and scaffolded to ensure progression in historical knowledge and skills.
- Promote active engagement, critical thinking, and independent inquiry among pupils.
- Foster inclusive learning environments that celebrate diversity and promote understanding of different historical perspectives.
- Embed assessment practices that inform teaching, support pupil progress, and demonstrate achievement and attainment.