



HORSLEY C of E PRIMARY SCHOOL

Together, we can

Jesus said, 'Love one another as I have loved you' (John, 13)



Our Geography Policy

INTENT

In our diverse society, children need, more than ever before, to understand other people, societies, and cultures. They also need to develop an understanding of the wider world and important global issues such as sustainability and a cognisance of the local and global environment. Geography contributes to children's physical, intellectual, social, and emotional development. This provides an opportunity to engage in practical geography, developing geographical skills and fieldwork.

Our broader intent is to make the geography curriculum meaningful and 'hands-on'. Our curriculum stimulates creativity and critical thinking about the world we live in. We aim to provide the children with a breadth of memorable experiences through school trips, including several local area visits to develop the children's awareness of their locality. At Horsley, our Geography curriculum follows the National Curriculum and provides children with many enriching opportunities, with a strong focus on outdoor learning. The children will develop geographical inquiry skills by exploring physical environments and human interactions, including how the two areas intertwine.

We focus on the following strands in our delivery of all areas of the Geography curriculum:

1. Location Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical Skills and Fieldwork

IMPLEMENTATION

A two-year cycle maps out our geography curriculum, alternating between history and geography each term. Topics have been taken from the National Curriculum framework and content is mapped across all year groups.

EYFS

In Reception, Geography falls under the remit of 'Understanding the World' and teachers plan opportunities for children to explore indoor and outdoor environments.

Key Stage 1

In Key Stage 1, children develop location knowledge - such as continents, oceans, and the countries of the UK - and their understanding of place, by comparing the human and physical geography of a small area of the United Kingdom with a contrasting non-European country. They also develop human and physical geography-specific vocabulary.

Key Stage 2

At Key Stage 2, children extend their knowledge and understanding beyond the local area to Europe, America and beyond. This will include learning about the location and characteristics of a range of the world's most significant human and physical features. This includes human features such as types of settlement, different types of land use, and distribution of resources. Physical geography focuses on phenomena such as volcanoes, earthquakes, climatic zones, rivers, and the water cycle.

Tasks are selected and designed to provide appropriate levels of challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed, checked by the teacher, and consolidated, as necessary.

IMPACT

Outcomes in topic books evidence a broad and balanced geography curriculum and demonstrate children's acquired knowledge relating to each of the identified strands of the curriculum as appropriate to the key stage. In addition, they will develop and be able to apply key skills which will be supported by fieldwork.

As children progress throughout the school, they develop a depth of knowledge, understanding and appreciation for their local area and its place within the broader geographical context.

Our Curriculum's Impact

We use various strategies to assess the children's skills and knowledge each term. At Horsley, we believe the assessment is most effective when considering a broad range of evidence that shows what pupils can do independently. Assessment evidence could include:

- Pupil conferencing
- Book looks
- End of topic quizzes
- Extended or shorter focused pieces of writing
- Text annotation or visual organisers such as storyboards and concept mapping
- Oral work such as pupil presentations, class discussions and drama activities
- Drawing of maps, diagrams, and field sketches

- Pupils' self-assessment
- End of topic assessment pro-forma to inform subject lead

This assessment process informs parents of their child's progress and attainment throughout the year, through Parent's Evening meetings and their annual reports.