Geography Policy 2023-24

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.

- We will provide a nurturing environment and value and recognise the uniqueness of every child.

- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.

- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.

- We will challenge the children's minds and bodies and give them a desire to learn and achieve.

- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.

- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.

- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

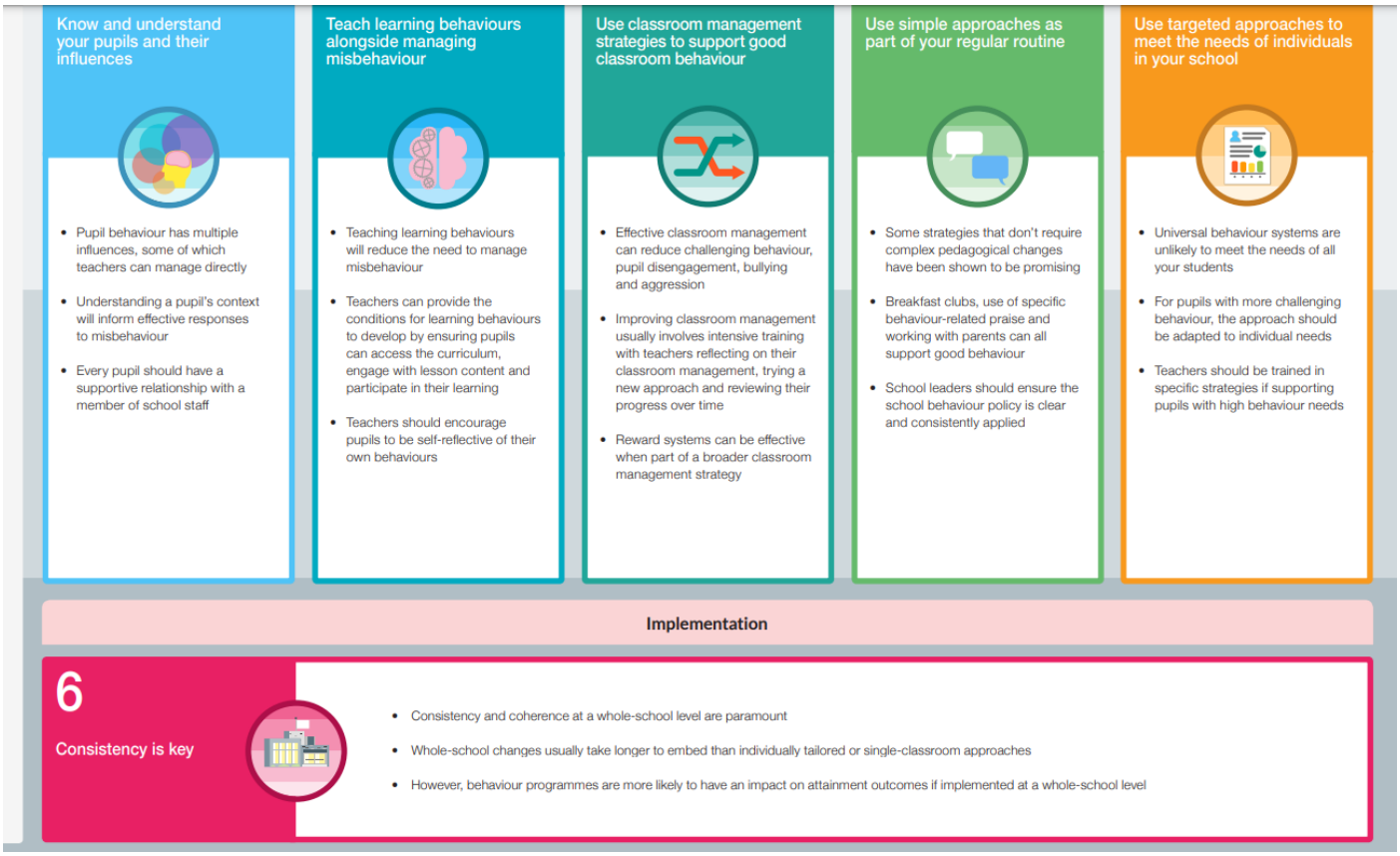
Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do.
The 3 core values are:

- **Respect**
- **Responsibility**
- **Resilience**

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:



Our Rules:

- **Ready**
- **Safe**
- **Respectful**

Larkholme

Geography Policy

2023-2024

Geography Intent

It is our intent for the Geography curriculum at Larkholme Primary School to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our aim is to ensure that every student fosters a love of Geography, develops a balanced understanding of the world around them and grow to become responsible and confident global citizens.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We want to give our children wider opportunities to gain confidence so that as pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, the formation and use of landscapes and environments and their map reading skills.

We aim to meet the needs of all pupils by using the progressive curriculum map, making sure teachers are clear on the content they are teaching and giving opportunities for children to be challenged.

Our curriculum

Curriculum Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS			Exploring maps	Exploring maps	Outdoor adventures	Outdoor adventures
Year 1	What is it like here?			What is the weather like in the UK?		What is it like to live in Shanghai?
Year 2		Would you prefer to live in a hot or a cold place?	What is it like to live by the coast?		Why is our world wonderful?	
Year 3/4		Who lives in Antarctica?		Why are rainforests important to us?		Where does our food come from?
Year 5/6		What is life like in the Alps?		Would you like to live in the desert?		Where does our energy come from?

Curriculum Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS			Exploring maps	Exploring maps	Outdoor adventures	Outdoor adventures
Year 1	What is it like here?			What is the weather like in the UK?		What is it like to live in Shanghai?
Year 2		Would you prefer to live in a hot or a cold place?	What is it like to live by the coast?		Why is our world wonderful?	
Year 3/4		Why do people live near volcanoes?		Are all settlements the same?		What are rivers and how are they used?
Year 5/6		Why does population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?

Aims

- Pupil's will achieve in line or above National levels in geography at KS1 and KS2
- Assessments will show progress in geography knowledge and skills.
- Geography evidence will show examples of progressive vocabulary being applied.
- Children will develop both their contextual knowledge and the location of significant places globally.
- Inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world.
- Develop the confidence to question and observe places, measure and record necessary data in various ways and analyse and present their findings.

Teaching of Geography

All staff use the National Curriculum to plan and assess the learning in geography. We use the Kapow Geography Scheme for our long term planning to ensure progression of the knowledge and skills. Each unit has knowledge overviews to ensure all essential knowledge, the key skills and vocabulary are progressive. The skills progression document clearly identifies and supports the skills progression across units and phases. The vocabulary progression is informed by Kapow Geography Scheme. Follow a clear progression of skills and knowledge within the four strands of geography across each year group. Geographical concepts are woven across all units. We teach a spiral curriculum with essential knowledge and skills that are revisited with increasing complexity.

Assessment

Each unit uses the assessment aspect from Kapow. This enables teachers to identify those pupils who are secure in their learning or working at greater depth in each unit of work. Blippit technology is used to evidence and support the assessment of learning whole school. All assessment informs future planning, so that the children can be moved forward to the next stage of their learning. As part of the learning process in Geography, children will discuss, with their peers, and or with a relevant adult the outcomes of their learning.

EYFS follows the Development Matters document (2021) Geography is specifically taught according to the Knowledge and Understanding of the World guidelines and are also integrated into the various topics through a cross curricular approach to teaching and learning. The importance of providing a broad and balanced curriculum whilst developing the interest of the children forms the basis for all planning and assessment. EYFS also follow the Kapow Geography units explicitly throughout the year.

Resources, Visits and visitors

Geography visits to support the teaching and learning.

Outdoor learning opportunities included in the planning.

Local trips and visits.

Role of subject Leader

The co-ordinator should:

· Take a lead in policy development.

· Monitor the effectiveness of the teaching of Geography.

· Support colleagues, including induction of teachers new to the school.

· Make resources available for a range of purposes.

· Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.

· Writes a subject action plan, informed by the whole school development plan

Review of the Policy

Policy updated November 2023

To be reviewed: November 2024

Agreed by all staff: December 2023

Signed (Headteacher):

Signed (On behalf of the Governing Body):

See also:

Marking and Feedback Policy

EYFS Policy

Teaching and Learning Policy

Inclusion Policy