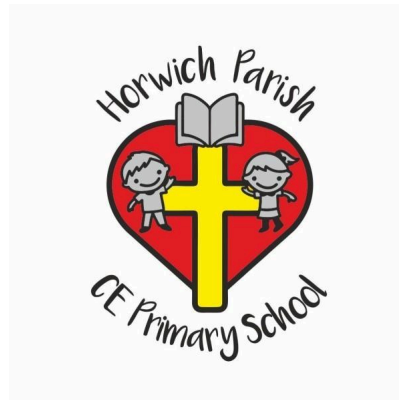


Geography Policy

Horwich Parish CE Primary School



Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.

Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.

Approved by:

Date:

Author: SH

Version 1

Last reviewed on:

Date

Next review due by:

[Date]

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1. Purpose of the policy

This policy reflects the aims and values of Horwich Parish CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide OFSTED inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

2. Subject vision

At Horwich Parish CE Primary, we believe a high-quality Geography education should inspire in pupils a curiosity and fascination about our world and its relationship with its people that will remain with them for the rest of their lives.

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.

As pupils progress, their growing knowledge about the world should help them to deepen their appreciation and understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, changed and evolved over time.

3. Aims and outcomes

By the time pupils leave the school, they should be able:

- to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- to extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the world.
- to develop knowledge and understanding of the human and physical processes which shape places.
- to appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values.
- to develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- to develop interest and enjoyment of geographical experiences and build confidence and understanding.
- to recognise and understand issues concerning the environment and sustainable development.

4. Teaching and learning

Geography is taught in single and mixed age classes, dependent on the classes, by class teachers. Lesson plans are based around the subject's long-term plan (see Kapow's scheme of work) and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of Geography will involve:

- whole-class teaching
- small group discussions
- undergoing fieldwork including enquiries and surveys (sketch maps, data collecting)
- reading and collecting information from different genres including stories, information books, newspapers and graphs
- studying and making plans, photos (including aerial) and maps of different scales (including OS maps and use of Digimap) and globes
- role play
- external speakers

5. Curriculum overview

Here at Horwich Parish CE Primary School the pupils will follow the Kapow Scheme of Work.

Kapow provides the following documents to show the gradual development of learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse.

1. **Geography Progression of Knowledge and Skills**: The Geography Progression of Knowledge and Skills document gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National Curriculum. Within each Key Stage, knowledge is often introduced at the start of the Key Stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As there are only three units per year group, progression statements in Key Stage 2 are shown for Lower Key Stage 2 and Upper Key Stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

2. **Progression of Geographical Concepts**: the Progression of Geographical Concepts document shows how Kapow's Geography curriculum builds pupils' understanding of the concepts of: Place, Space, Scale, Interdependence, Physical and human processes, Environmental impact, Sustainable development, Cultural awareness and Diversity.
3. **Long Term Geography Planning**: the Long Term Geography Planning document gives information on how the curriculum has been designed, suggested order for teaching Geography units with flexibility. It shows how following Kapow enables the school to meet the statutory guidance for Geography.
4. **Intent, Implementation and Impact Plan**: this document outlines the intent and rationale behind Kapow Primary's Geography scheme of work, how to implement it and how to measure pupil progress and impact.
5. **National Curriculum coverage and National Curriculum mixed-age coverage**: these documents show all the National Curriculum targets and which units work towards them.

Programmes of Study at Horwich Parish CE Primary School

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS and Year 1	My world and me			At the farm		On safari
Year 1 and 2	Where am I?		Would you prefer to live in a hot or cold place?		Living in Shanghai	
Year 3 and 4		Why do people live near volcanoes?		Why are rainforests important to us?		Where does our food come from?
Year 5 and 6		Would you like to live in the desert?		What is life like in the Alps?		Where does our energy come from?

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS and Year 1		Outdoor adventures Lesson 5 and 6		Exploring maps Lesson 5		Outdoor adventures Lessons 1-4
Year 1 and 2	What is it like here?		What is the weather like in the UK?		What do you see at the coast?	
Year 3 and 4		Who lives in Antarctica?		What are rivers and how are they used?		Are all settlements the same?

Year 5 and 6		Why does population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?
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6. Cross-curricular links

This curriculum allows for cross curricular links including SMSC which encourages empathy towards other cultures and religions, and reflection on moral issues.(see separate statement documents for SMSC and Bucket Lists).

7. Assessment and recording

7.1 Assessment

Horwich Parish CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative Assessment

There is a Kapow retrieval activity at the start of every lesson with at least one of these activities or a separate written metacognition exercise completed per unit and found in every child's foundation book. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and ensure progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy

Summative Assessment

The Kapow assessment materials (multiple choice and the "knowledge catcher") are used at the start and end of each unit. The subject leader will provide a mark scheme for questions providing a longer answer so as to ensure consistency across marking. David Weatherly's differentiated list of critical thinking skills can be used to assess as well by the teacher. This list can be shown on request and is accessible on GDrive for all staff.

The class teacher makes a summary judgement of the work for children and considers whether the child is working towards, age related or greater depth plus SEN and pupil premium children are also identified. The mark is recorded on SIMS. Comparing the pre and post unit assessments allows teachers and the subject leader to gauge the progress of individuals and groups of pupils.

7.2 Marking

Children receive regular feedback and marking follows the school's marking policy.

7.3 Recording

In Key Stage 1 and Key Stage 2 the children each have their own foundation book to record their work.

In EYFS the children's work is mainly practical.

Recording may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. In EYFS, assessment of geographical knowledge and skills are considered as part of the judgement for the 'Knowledge and Understanding of The World' aspect of learning.

8. Resources

8.1 Textbooks and other equipment

Besides using the Kapow scheme as a resource (see also [Kapow's Equipment List document](#)), the children will use:

[Books and OS maps from the library service](#) are ordered to help teach

[Google Maps, Google Earth, Digimap, age appropriate maps, globes and photos](#)

[Jigsaws and posters](#)

[Weather station](#)

[Purple Mash](#)

8.2 External speakers, local museums, trips

Refer to the school's Bucket List document.

9. Roles and responsibilities

9.1 Headteacher

The headteacher and curriculum leader at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally (5 minute briefing termly)
- Assess the impact of the subject curriculum on pupils' learning and development
- Provide reports to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Support subject leader during monitoring activities

- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in [Geography](#). The school uses the KAPOW assessments prior to starting the unit in order to assess the needs for all pupils including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

[Teachers will adapt KAPOW's activities/resources/outcomes so pupils with SEN, EAL and/or disabilities can access the Geography curriculum; more able children will have opportunities to demonstrate their skills, knowledge and understanding.](#)

[Every unit in Geography has bespoke vocabulary cards with illustrations to support children with SEN and EAL.](#)

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.