



Learn, Laugh and Play

HELSBY HILLSIDE PRIMARY SCHOOL GEOGRAPHY POLICY

RATIONALE

Geography is an exciting and valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography encourages children to learn through experience, particularly fieldwork and practical activities.

AIMS

Good geography aims to: -

- Inspire in pupils curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire Geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

OBJECTIVES OF CURRICULUM

Within school, geography will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. The National Curriculum content objectives for geography have been broken down and allocated to themes (see curriculum overview). These objectives are taught through progressive key skills and knowledge by building on prior learning from year group to year group.

FOUNDATION STAGE

Children's learning and competence in geography must be supported and extended. All children should be given opportunities to find out about the place in which they live and talk about the features they like and dislike. They should be given opportunities to develop a sense of belonging within their community and the wider world. Opportunities for geographical development should be made available across the topics and strands being covered in the Foundation Stage and include opportunities for child initiated exploration.

INCLUSION

We aim to provide for all children regardless of gender, ethnicity or home background so that they achieve as highly as they can in Geography according to their individual abilities. Gifted children will be identified and suitable learning challenges provided and extra extension opportunities available outside school will be accessed as appropriate through close liaison and discussion with parents.

ROLE OF SUBJECT LEADER

The Subject Leader is responsible for monitoring and evaluating Geography provision across the school. They will also ensure that their own subject knowledge is thoroughly updated through professional development, training and reading of journals and articles. Part of this will involve providing quality INSET to colleagues and directing colleagues to INSET opportunities provided by outside agencies.

In order to ensure that children and staff are equipped with quality resources and materials, the subject leader will need to undertake a regular audit of current materials and purchase new and replacement materials on an annual basis.

CONCLUSION

In following the guidance and philosophy provided in this policy, teachers will provide the best opportunity for the pupils at Hillside Primary School to begin to realise their geographical potential.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Member of staff responsible: Mr Steven Caldwell (From Sept 2022)

Date policy written/reviewed: Autumn 2019/ September 2022

Date approved by the full Governing body: 28th September 2022

Date to be reviewed: Autumn term 2025