



# THE HERMITAGE SCHOOLS

*Inspire, Learn, Achieve*

## Geography Policy

Persons Responsible	Geography Subject Leaders
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### 1. Curriculum Statement - Geography

#### **Intent**

At The Hermitage Schools, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at The Hermitage Schools enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips 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 through the year groups, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the

formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

### **Implementation**

Geography at The Hermitage Schools is taught in blocks during the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic, and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is regularly checked at the beginning of each topic to ensure progressive learning. Tasks are selected and designed to provide appropriate challenges to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated as necessary.

Cross curricular outcomes in geography are considered and indicated on the whole school Geography Knowledge and Skills Progression Map. The geography provision is also well resourced, and the resources are allocated to support effective teaching and learning across year groups. The local area (for instance, St John's Lye) is utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

### **Impact**

Outcomes are recorded in the pupils' workbooks and evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage: locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

As children progress throughout the schools, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links to other schools within the Trust who regularly share ideas of best practice and how to develop children's learning. This ensures that children are well prepared for the next steps of their education.

## **2. Teaching and Learning**

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and KS2 National Curriculum statements for: **Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.**

In each lesson, children are guided towards the learning intention through the use of success criteria. The learning objective and success criteria are shared at the beginning of the lesson

and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas.

Teaching and learning in geography are supported by a wealth of resources, which includes membership to the Geographical Association and the use of online platforms and applications like Google Maps, Worldle and Geoguessr. Learning outside the classroom is also a key feature of geography lessons and specific activities are mapped and planned. These are progressive throughout the schools and support the geographical skills and fieldwork strand.

Lessons are planned to ensure that key knowledge is developed over time, over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and checked and consolidated by the teacher at the end of each unit of work as part of the schools' assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the schools.

### **3. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

### **4. Planning and Resources**

Geography resources are stored centrally in The Hermitage Schools, so that teachers know where to find atlases and appropriate maps. The library also contains a supply of geography topic books to support children's individual research. The school's subscription to specialist journals, such as Geographical Association and Schemes of Work (Plan B), ensure that teachers have access to lesson resources which they can select and adapt in alignment with the school's knowledge and skills progression map. Planning takes place collaboratively, with parallel-class teachers. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps, as well as the topic overview. It states the key vocabulary for the unit as well as how learning takes account of the school's own context (for example, its location, accessible places of geographical interest and members of the school community with specialist expertise and knowledge).

Cross curricular learning is also utilised, with specific opportunities and links planned for and stated on the Geography Knowledge and Skills progression maps.

### **5. Organisation**

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

### **6. Foundation Stage**

Early Years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. There is a distinct geographical input with studies on 'Out and about in St. Johns' and 'Growth and Change'. The key knowledge and skills in reception provide the foundation to learning in KS1.

### **7. KS1 and KS2**

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Windsor and London), and of a small area in a contrasting non-European country. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff,

coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops).

Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of an unfamiliar area. In Year 2, pupils may also visit a coastal area to observe coastal features and build 'messy maps' from their fieldwork observations.

During Key Stage 2, our policy is for pupils to extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; effectively zooming out to view the World as a whole. In the process, pupils study the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

Pupils will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country (for example the fjords of Norway compared to the lochs of Scotland) and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key Stage 2, human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water).

Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **8. Equal Opportunities**

At The Hermitage Schools, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

## **9. Inclusion**

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area according to their full potential.

Teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through several links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

## **10. Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported by SLT.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.

## **11. Parents**

The involvement of families and the wider community, to help support the teaching of geography, is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of geography at The Hermitage Schools.