

Geography policy

Ledbury Primary School



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1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Ledbury, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. The curriculum is further enhanced by our commitment to Values Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

1.2 Aims of Geography at Ledbury:

- To learn through exploring different topics whilst acquiring new skills.
- To develop an awareness of where different countries are given the opportunity to find out more about them.
- To provide children with experiences to help them develop their understanding of different countries and their cultures.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/

lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

Our curriculum at Ledbury is divided into past (autumn), present (spring) and future (summer). The autumn term topic is led by history, the spring term by geography and the summer term by science, although science is taught throughout the year. This design allows the children to connect past, present and future in their learning and to build upon existing knowledge and skills to ensure that these can be applied in all areas of the curriculum. In this respect, our curriculum allows for the accumulation of knowledge and skills, for the children to build on what they know and allow knowledge to enter the long-term memory – making it stick! Each year group follows a theme, such as Flight in year 1. These themes have been planned with the children's needs in mind, ensuring that the local community plays a part alongside the wider world. In order to broaden the children's experiences, visits and visitors are carefully planned to support and inspire the learning. This theme weaves throughout the year, ensuring curriculum coherence and motivating the children to seek patterns across subjects

At the heart of our curriculum is the use of storytelling to promote understanding and to frame the details into part of a whole.

‘Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative.’

Stephen Pinker

Professor of Psychology, Harvard University

Each term begins with an overarching narrative where children hear the different ‘voices’ of the past, present and future, often including a problem to be solved which links to each term's enquiry question. Through these ‘voices’, the children empathise, using the story to ask questions and seek answers.

Planning takes the form of knowledge organisers, giving clear guidance on previous learning objectives (where relevant), future learning and opportunities for teaching new vocabulary. A series of lesson plans are then written.

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.

- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

4.3 Extra-curricular Activities

At Ledbury, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including trips and visitors specifically linked to geography.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage.

4.5 Contribution to other subjects and areas

Science

Through Geography, the pupils learn about seasonal and daily weather patterns and also about the North and South poles (and compasses). Fieldwork and observational skills are an important part of geography.

English

Geography contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. The pupils are introduced to new vocabulary in geography lessons. Some of the texts that we use are geographical in nature. Children develop oracy through discussing geographical issues or presenting their findings to the rest of the class. They develop their writing ability by composing reports and newspaper articles.

Maths

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn compass skills and how to accurately read maps. KS1 pupils learn about the sequence of the seasons.

Computing

We use ICT in the teaching of geography where appropriate and we meet the statutory requirement for children to use ICT as part of their work in geography at Key Stage 2. Children use ICT in geography to enhance their skills in data handling, in presenting written work and researching information using the internet. Children have the opportunity to use iPads to record and use photographic images and they communicate with other children using apps such as Seesaw. We also have access to DigiMaps which can be used as an additional resource.

Relationships, Sex and Health Education (RSHE) and Citizenship

History contributes to the teaching of RSHE and citizenship through the exploration of geographical similarities and difference and through the investigations in land use across the world. Climate change discussions in geography are an important part of RSHE. As well as teaching pupils about the reality of climate change, we aim to give them hope for the future.

Spiritual, Moral, Social and Cultural Development

When teaching geography, we provide children with the opportunity to discuss issues around climate change and also the way that land is used in different ways and the economic impact of this.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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

6. Assessment

Continuous assessment for learning combined with an end of unit task e.g., recorded piece of work, whole class quiz or practical task, supports our final professional judgement.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader responsible for geography. At every review, the policy will be shared with the full governing board

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEND policy
- Basic Skills policy
- Pupil premium
- Equality information and objectives