



# Geography

## Geography POLICY

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|-----------------------------|--|-----------------------------|-----------|------|
| Policy Date:                |  | Version:                    |           |      |
| Policy Review Date:         |  | Mrs R Dulieu (Head teacher) | Signature | Date |
| Ratified by Governing Body: |  |                             |           |      |
| Name:                       |  | Signature                   |           | Date |

## 1. Curriculum Intent – Geography Curriculum Intent:

*“I wish the world was twice as big, and half of it was still unexplored” – David Attenborough*

At Barley Croft 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 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 and understanding of concepts, knowledge and skills. 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Barley Croft Primary School and also to their further education and beyond.

The Geography Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Plan lessons which have a clear real-world purpose and context that draws on the unique history, geography and diversity of our locality and beyond.
- Provide children with opportunities for self-reflection
- Enrich children's education through trips, visitors and new experiences.
- Provide opportunities for children to develop their oracy skills throughout the curriculum.
- Foster an inclusive environment where all children's needs are met.
- Showcase children's learning innovatively to a range of audiences.

## 2. Organisation and planning - Implementation of the Geography Curriculum

Geography is delivered through our REAL project approach. REAL projects are the means by which we bring the National Curriculum and Barley Croft curriculum alive. It stands for 'Rigorous, Engaging, Authentic Learning' and we place importance on each of those elements in order to run a successful curriculum project. Each project culminates in a final product or event which showcases their learning. Children can talk about what scientific skills they have learnt within the project and how these have been used in the final outcome.

All skills are taught progressively during a two-year cycle and this is monitored at regular intervals throughout the year. Children are taught the knowledge and skills they need as part of REAL project lessons. It is made explicit to the children what they are learning. This builds on their previous

knowledge and skills and how this contributes to the project. Children are assessed throughout the project using a range of methods and this is captured at two points in the year.

The knowledge and skills progression map for Geography (Appendix A) and Knowledge map (Appendix B) are organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is creative, broad and makes links to other subjects.
- How the skills and knowledge are designed, delivered and sequenced, considering the planning of Geography, through the use of the Knowledge Organisers.
- That the children have access to high quality resources and tools to enable effective curriculum delivery.

### 3. 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 2020 – Early Adopters - framework](#).

### 4. Roles and responsibilities

#### 4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

#### 4.2 Head teacher

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

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- 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 SEND

### **4.3 Subject Leaders**

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

## **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 SEN
- 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.

## **6. Subject Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through planned Governor Visits, reading the end of year subject SEFs and Subject Action Plans and looking at subject data and outcomes.

- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, and in scrapbooks, etc. Staff & pupil interviews to get the teachers and children's opinions, which support measuring the impact.
- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years.

## 7. Links with other policies

This policy links to the following policies and procedures: The Assessment Policy & The Teaching & Learning Policy.

Appendix A = Progression & Skills Map for Geography

[geography-skills-and-progression-map-22-23.pdf](#)

Appendix B = Knowledge Map for Geography