



HILLTOP
PRIMARY SCHOOL

Geography Policy

Key Document Details:

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Introduction

This policy outlines the learning, teaching, organisation and management of Geography at Hilltop Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography subject leader.

Our Aims

Geography is an important area of children's learning as it helps them relate to the world they live in, both on a local and a global scale. It is expected that children are given the opportunities to study and discuss places and environments so that they can make sense of the world around them.

Through our teaching of Geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the different communities and cultures within Hilltop Primary School, Frindsbury, Medway, Britain and the world - and how these relate to each other.
- Increase their knowledge and understanding of the changing world.
- Encourage pupils to ask questions and propose solutions to environmental problems within Hilltop Primary School and the wider world.
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, computing, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds (in line with our outdoor learning policy) earth, its people and its resources.

Subject content

Our curriculum planning is in accordance with the National Curriculum (2014) Programme of Study for KS1 and KS2 Geography and the Foundation Stage Early Learning Goals for knowledge and understanding of the world.

Class teachers work alongside each other to create a medium term plan. This plan then feeds into weekly plans that list specific learning objectives. The class teacher keeps these individual plans and can discuss them with the Geography subject leader on an informal basis.



Through Geography we can also:

- Improve pupils' skills in Literacy, Maths and Computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All year groups will have the opportunity to participate in a range of Geography based fieldtrips within the local area to extend their knowledge of the world around them.

Entitlement and Equal Opportunities

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the Geography curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Fieldwork may have to be adapted to accommodate for individual requirements.

The Subject Leader

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Geography
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of Geography
- Develop assessment and record keeping ensuring progression and continuity
- Keep well-informed of developments in the teaching and learning of Geography.

Assessment, Feedback and Marking

It is expected that work will be assessed in keeping with the school's assessment policy. We assess the children's work in Geography by making informal judgements as we observe the children during lessons and from their work.

Inclusive Teaching

At Hilltop Primary Academy, teachers recognise the fact that there are children with widely different geographical understanding in all classes and we provide suitable learning opportunities by adapting lessons and activities to meet the needs of all learners. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- providing support and challenge for all learners regardless of starting point
- providing resources of different complexity
- using classroom assistants to support the work of individual children or groups of children

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT.

Monitoring and Evaluation

The teaching and learning of Geography will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples, lesson observations and a portfolio of photographic evidence of key skills being developed, in line with the school improvement plan.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to



meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |