



**“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”**

## **Horsted School**



## **Geography Policy**

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

### **Aim and purpose**

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

<b>Approved by:</b>	Carly Harris	<b>Date:</b> 6/3/2025
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# GEOGRAPHY POLICY

‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help 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, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.’

(DfE National Curriculum 2014)

## **Aims and purposes**

Our Geography curriculum aims to ensure all pupils:

develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The content of the school curriculum aims:

To ensure all pupils in Key Stage 1:

develop knowledge of the world, the United Kingdom and their locality

understand basic subject-specific vocabulary relating to human and physical geography

begin to use geographical skills, including first-hand observation to enhance their locational awareness.

To ensure all pupils in Key Stage 2:

extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America

include the location and characterisation of a range of the world’s most significant human and physical features

develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## **STARS**

Through learning the Geography curriculum, pupils will

**Strive** - In Geography, children will have to strive when learning about different localities when they learn to compare them. They will need to persevere and be resilient in their fieldwork.

**Thoughtful** - Children will be encouraged to think about localities in a thoughtful manner - how has the land usage changed over time? What data can be gathered about it?

**Ambitious** - children will aim high in terms of what they want to achieve from their learning in Geography. They will take on challenges and be ambitious in their questioning.

**Resilient** – when taking on challenges, children will persevere until they reach a conclusion, rather than giving up, particularly during fieldwork.

**Supportive** - During fieldwork and various other Geographical learning experiences, children will work in groups. Learning will be underpinned by good team work practices.

### **Expectations:**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (DfE 2014)

### **Organisation and Planning:**

We use the Kapow scheme at Horsted to ensure coverage and progression across the school. It can be used as a vehicle for cross curricular links into other subjects, being mindful that we do not lose sight of our learning intentions. A huge range of resources such as Digi-Maps, globes, atlases, Google Earth and photographs are used, where possible, in order to engage children in their learning.

Geography planning can be found clearly identified on Long-Term Plans and embedded within Short-term planning. Teachers draw learning from a range of sources, however, lessons are primarily derived from the Kapow plans due to their rigorous approach. Children build upon prior learning to give a progression through year groups. Children are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by the learning task or activity, the nature of the theme and the resources being used.

### **Assessment, recording and reporting:**

Each child's performance in Geography will be assessed by the teacher using ongoing formative assessment. Formative assessment is ongoing assessment used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. Teachers record learning outcomes in a termly assessment book and summative assessments are recorded. Summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth.

We check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support, i.e. moving children on from their starting points, providing different starting points and addressing misconceptions at the point of need. We provide children with incisive verbal feedback, about what they can do to improve their knowledge, understanding and skills.

### **Inclusion**

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study English based on their starting points and ensure that there are no barriers to pupils achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that there are teaching opportunities to help pupils develop their English.

Class teachers will make the necessary adaptations to lessons so that all pupils can access English. Class teachers, as part of quality first teaching practices, recognise that all pupils have different starting points. Class Teachers use <https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/QFT-Checklist-Primary-Class-Strategies.pdf> to support them making choices about relevant adaptations.

Examples of Quality First Adaptations in English may be, but are not limited to:

### **Communication and Interaction:**

- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Pupils are given a demonstration of what is expected
- Talking buddies or similar used to encourage responses
- TAs used effectively to explain and support pupils to ask and answer questions
- 'Word walls' or similar to develop understanding of new vocabulary
- Clear lesson structure with learning objectives presented orally and visually
- Range of groupings within the class including some random pairing activities
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Classroom assistants planned for and used to maximize learning
- Memory supported by explicit demonstration and modelling of memory techniques

### **Cognition and Learning:**

- 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages when necessary
- Pre-teaching of subject vocabulary
  - Links to prior learning explicitly made
  - Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
  - Coloured paper for worksheets and coloured background on smart board
  - Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
  - Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
  - Instructions broken down into manageable chunks and given in sequence
  - To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
  - Cloze procedure exercises to vary writing tasks and demonstrate understanding
  - Additional time to complete tasks if necessary
  - Minimise copying from the board – provide copies for pupil if necessary

### **Social, Emotional and Mental Health:**

- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions

- Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks
- Communicate positive achievements – no matter how small – with home and encourage home to do the same.
- Chunk instructions and support with visual cues.

#### **Sensory and Physical Needs:**

- Give as many first hand 'real' multi-sensory experiences as possible
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximize vision
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Ensure range of different pen/pencil grips is available
- Allow access to lap-tops/tablets etc. & teach key board skills

Even with support, some children may not progress as is expected. They may have specific learning needs. If this is the case, the child's teacher, in discussion with the SENCO, and the child's parents, may conduct further investigations and seek support from outside agencies.

Further information can be found in our statement of equality information and objectives, and in our [SEN policy](#) and information report.

#### **The Role of the Subject Leader:**

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in Geography education, passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in Geography, supported by the progression document for Geography and liaise with senior leadership on any action necessary.
- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to Geography.
- To monitor learning in Geography by working alongside colleagues and by viewing children's achievements.

#### **Resources:**

Resources are stored for Geography throughout the school.

Atlases for KS1 are Butterflies classroom.

Atlases for KS2 are in 'The Little Room'.

Various other resources such as weather stations and compasses etc are stored in the Science cupboard.

Any requests for new resources or queries about existing resources should be passed to the Geography subject leader.

#### **Health and safety:**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:  
about hazards, risks and risk control.

- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.