



Exploring together
Succeeding together

Geography Policy

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Intent

At Hill Avenue Academy our aim is to educate all children to the highest levels of academic and personal achievement developing confident, happy and compassionate members of society through our bespoke, high quality Geography curriculum which is built upon, Exploring together; Succeeding together, in conjunction with our school values: Happiness, Respect, Teamwork, Achieve.

The Geography curriculum is supported and underpinned by our Learning Behaviours: Resilience, Curiosity, Collaboration, Reflection and Metacognition. They are embedded within our Geography curriculum delivery to enable and empower the children to become independent learners who are self-motivated and want to continuously learn and grow, now and in the future.

At Hill Avenue, our Geography curriculum meets the requirements of the National Curriculum as a minimum. It is specifically and rigorously designed to be holistic and relevant to the children, coherent and progressive offering high-quality, challenging learning opportunities for the children to truly experience geography so that they gain depth in knowledge and understanding when investigating studies within their own locality and community as well as exploring diverse places, people and resources when exploring the UK, Europe and the wider world. The children will develop Geographical knowledge, understanding and skills, exploring significant places, physical and human processes, landscapes, environments, people, culture, the Earth's resources and features, how they connect, change over time and the impact we can have to make positive contributions to look after the world in which we live in.

We empower our children to be curious and inquisitive geographers who are inspired by the world around them, near and afar. Our curriculum engages their minds, providing an insight to the complexity and significance of geographical processes. They will gain knowledge and develop a strong and deep understanding of locational, place, fieldwork, human and physical geography. They will learn about these processes through first-hand experiences, asking perceptive questions, investigating through a range of sources, drawing and interpreting maps, exploring research, investigations, analysing and problem-solving, debating topical issues, thinking critically when developing and making geographical conclusions and gaining an appreciation of life, cultures and our world.

In Geography at Hill Avenue we aim to:

- Gain coherent knowledge and understanding of places in our locality, the UK and the wider world.
- Gain interest, stimulate curiosity and understanding about the world and its impact today.
- Gain, understand and use subject specific vocabulary relating to human and physical geography and characteristics of our world.
- Gain locational and place knowledge learning graphic skills and scaling, including how to use, read, draw and interpret maps and atlases.
- Gain and develop geographical skills and fieldwork through observations, first-hand experiences of environments and landscapes to build knowledge of the UK, Europe and the wider world.
- Gain knowledge, understanding, appreciation and respect of other cultures and traditions, identifying similarities and differences to where we live, what it means to be a positive global citizen living in a multi-cultural diverse country and how places can change and develop over time.

- Gain skills of geographical enquiry, problem-solving, computing, investigation, analysing, communicating data, interpreting sources and presenting their conclusions effectively in a range of ways.

Through exploration children will have the opportunities to:

- Develop knowledge and understand how Britain is part of a wider culture and study some aspects of how we are connected.
- Develop knowledge and understanding of significant aspects of geographical development.
- Develop knowledge and value their own and other people's cultures in modern multicultural Britain.
- Develop knowledge and understanding of how people live, cultural understanding, sustainability and how as global citizens we have a responsibility to make better informed choices for their own lives today, and their impact on the future.
- Develop and understand their role within society, gaining a sense of their cultural heritage and an appreciation of others.
- To develop geographical skills of enquiry, wanting to explore further, delving into the world around them.
- Gain and implement a strong understanding of abstract terms, for example 'significant' 'interdependence' 'environmental interaction' and 'cultural understanding'.

We promote British Values through our key concepts in our Geography Curriculum.

Our children explore and learn...

- How to be active citizens in a democratic society when learning about people and places, how they have changed. They learn how we are connected to countries by learning about the commonwealth, fairness when exploring world trade and how we can support changes in climate and weather. Through Geography they recognise and challenge stereotypes and appreciate that human actions and processes can have a harmful aspect of society and will explore how we can actively help contribute to look after our world and its people.
- How society and places in our world are made up of people from different cultures - just like their classes, and develop tolerance and respect for others, celebrating these differences.
- To discuss and debate moral questions, what they feel is right or wrong, for example when British ruled and they learn about the Commonwealth and should all countries be accountable, working together towards shared goals of prosperity, democracy and peace.
- To understand that our own locality, landscapes, people and cultures can further be enriched through learning about contrasting locations, landscapes, people and cultures of our world and how they impact on us today, how they change and how they can impact our futures.

Implementation

At Hill Avenue we teach Geography as a discreet subject with an aim of maintaining its specific skills and nature. We believe this allows children to gain a strong and clear understanding and to make purposeful and relevant connections to other subject areas.

We place an emphasis on both substantive and disciplinary knowledge within our Geography Curriculum so that the children can 'know more and remember more' alongside understanding what it is that geographers actually do in order to preserve the discipline of Geography.

Learning is underpinned through the following disciplinary concepts

Place	Scale	Physical	Interdependence	Sustainability
Space	Human	Cultural understanding	Geographical analysis and interpretation	Environmental interaction

The children develop and build on their substantive knowledge through the weaving, revisiting and progression of the second order concepts of.....

Significance	Cultural diversity	Environmental changes	Weather and climate	Impact on society and the world	Place knowledge
Human features	Physical features	Environmental impact	Fieldwork	Locational knowledge	Tourism

Our Geography curriculum is consciously taught in half-termly blocks of two lessons per week. Geography is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.

Key concepts, knowledge and skills are explicit within each Medium-Term Plan and unit of work and have been carefully mapped out and planned to ensure progression across units of learning, across years and as children progress through key stages.

The teaching and Learning of Geography at Hill Avenue has an emphasis in the Autumn term on Fieldwork. This is further supported by first-hand experiences of our community, our locality, neighbouring areas and places and a river study. Children can gather data, analysis and explore directly, experiencing geography for themselves, through these significant educational visits with a geography focus.

We value the importance of stories and how they stimulate interest, engagement and connectivity with the world. As well as listening to a text, children have opportunities to develop their reading skills through age-appropriate texts in English that have purposeful link to the Geography curriculum. Thus, further submerging children within a topic, enabling them to make and strengthen links, acquire additional knowledge and secure a deeper understanding of various geographical skills and concepts.

Early Years Foundation Stage

Geography is taught through knowledge and understanding of the world in Early Years and progresses to Early Learning Goals where children will explore People, Culture and Communities and The Natural World. Our youngest children explore and understand the concept of natural materials, they begin to understand the need to care and respect our natural environment and all living things.

They will develop and be exposed to knowledge that there are different countries in the world and talk about differences they have experienced or seen in photographs. They will be encouraged to use their oracy skills to talk about their own families and connections throughout our world. They begin to develop knowledge of what a map is and draw them, recognise similarities and differences between life and environments in where they live, this country and others. Children will transfer these skills to their Mathematical learning when understanding positional language to describe familiar routes and locations. Using sources in their immediate environment they will describe, explore, question and compare through observations, discussions, stories to engage and inspire curiosity and through exploration of maps. Children will explain similarities and differences between the natural world and contrasting environments, again drawing on their experiences so that learning is relevant and purposeful to them. Children will explore and begin to understand some important processes and changes in the natural world around them, including seasons.

Key Stage 1

In Key Stage 1 children begin to develop knowledge and learn about their local area investigating their community, Hill Avenue Academy, as well as surrounding areas. This will develop, building on geographical skills to contrasting locations like Bridgnorth so children can develop an understanding of villages, towns and compare these to a city – Wolverhampton, they will explore through first-hand experiences, photographs and maps. Children will identify similarities and differences and make comparisons drawing geographical conclusions.

They will use directional language when exploring maps and creating their own, identifying human and physical features. Children also explore and learn about contrasting locations in the UK and the Seaside, Barmouth. Children investigate these locations, people, tourism, weather and environments, how they change, identifying similarities and differences and the positive and negative impacts of these factors on people and places. Children will be encouraged to present their leaning in a variety of ways. They will reflect on the impact mankind has on our world. Children will be exposed to growing geographical terms and vocabulary as they learn about countries that make up the UK. The Children will be exposed to world geography learning about the five oceans and seven continents, through songs and mapping work. They will link their own cultural diversity to place knowledge developing their understanding of belonging, identity and how we are connected across the world, respecting and celebrate cultures and communities. This knowledge is sequenced and fits within a chronological framework. They explore the importance of geography and how concepts can inform us on the impact we have in our world.

Key Stage 2

The children in Key Stage 2 continue to develop geographical skills, securing their knowledge and understanding of local, UK, European and Wider-world geography. Through careful design the children can make geographical links and connections, exploring contrasting localities and delve further into physical and human features. Children will develop their mapping skills, focusing on space, scale, distances and will use and understand grid references when working with a range of more complex maps including OS maps. Our oldest children will learn about time zones and scales using degrees of longitude and latitude. The children will explore how the world connects through studying units like the Commonwealth, they will explore extreme weather and climate as well as contrasting environments like The Arctic and The Caribbean. Children will use a variety of sources, research and data to support their geographical enquiries and given the opportunity to present learning and their findings in a variety of ways, both written, models, through oracy, debate and presentations. Our geography curriculum builds on learning that promotes connection and pride.

We advocate diversity throughout our geography curriculum and children learn about different people, places and cultures. This exposure educates children so stereotyping can be prevented, and we promote positivity and respect to others. As a school we promote British Values through respect and tolerance of others and their differences. We debate and educate how society works to resolve difficult issues and economic development, for example when children learn about World Trade as well as exploring moral values, how the world supports and contributes and evaluating the effectiveness of current systems in place and suggesting improvements.

At Hill Avenue we believe that all children are entitled to a broad, rich, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both first-hand geographical experiences and resourced investigations. We ensure all educational visits and speakers are fully accessible to all children in our school.

When planning for teaching and learning we take into account the wide range of abilities of our children. 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 ensure that pupils with SEN and/or disabilities can study Geography and ensure that there are no barriers to every pupil achieving. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied Geography curriculum along with their peers.

Our planning ensures there are opportunities for children of all abilities to develop their knowledge and skills in each unit and planned progression has been built so that the children are increasingly challenged as they progress within a unit and across key stages.

Assessment

Assessment steps are used by class teachers to determine children's understanding, subject knowledge and geographical skill set in relation to the National Curriculum Expectations.

High quality planning progressively builds on knowledge, skills and understanding across year groups, and key stages. Learning is assessed by teachers in lessons through observations, questioning and in the moment marking and personalised feedback ensuring misconceptions are addressed promptly and effectively.

Where learning happens without a written outcome, ie visitors in school, geographical visits, discussions, debate, mapping work, evidence of this can be captured digitally and uploaded to a class file which is a personal secured online space. (In line with the school's policy.)

Class teachers will make end of unit summary judgments about the learning of each child in relation to the National Curriculum Expectations.

Impact

Our Geography curriculum is designed to excite and to develop keen geographers who are passionate when exploring people, places, environmental factors and our world, children who want to share their expertise and have a true interest and real love of learning within this subject. We aim for children to be passionate about their role in society and how their contributions can impact on how we live today and in the future, promoting and preserving current and relevant issues our world faces and how they can positively contribute to positive change. We believe our rich geography curriculum will lead to quality outcomes, great learning and rapid rates of progress.

The Geography subject leader will regularly monitor and review the teaching and learning of Geography as well as reviews and feedback from SLT and Pupil voice. The learning journey of Geography and outcomes will be monitored, identifying strengths and ways to grow to improve through feedback.

Our schemes of work reflect the content and challenge of the curriculum. Our aim is to offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to excellent Geography provision.

Our bespoke curriculum will be exciting and will inspire children to be passionate and interesting in learning about the world. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards with high quality learning outcomes and supports children in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

Review

This policy will be reviewed annually by staff and Trust Directors/CEO.