



Halebanks Church of England Primary School

Geography Policy

Curriculum aims and intent

This is our *Statement of Intent* regarding the curriculum, based on the ideas of the pupils, staff and parents of Halebanks Church of England Primary School.

At Halebanks we celebrate who we are, as a safe and nurturing family, within the local community and the wider world. We inspire natural curiosity and develop a passion for lifelong learning whilst providing enriching opportunities for all individuals to flourish and achieve their ambitions. As God intended, we joyfully celebrate culture, diversity and individuality in all their forms, whilst embracing our enriching Christian values.

'Let your light shine.' Matthew 5.16

Love

Hope

Community

Compassion

Courage

Our curriculum...

- offers a balance of challenge and support.
- motivates and engages learners and is both exciting and fun.
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global.
- prepares learners for life beyond school.
- enables learners to think critically, analyse and reflect.
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions.
- enhances pupils' understanding of how to live safely, happily and value themselves and others.

Halebanks learners are...

- keen, self-motivated, and willing to learn.
- ready, hard-working, and keen to take an interest in the world around them.
- confident and well supported.
- willing to ask for help.
- team players
- independent, cooperative, and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck' and making and learning from mistakes.
- determined and resilient
- committed to working for the good of others, the school, and the wider community.
- keen to give their best.

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](#).

National Curriculum: purpose of study

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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum: aims

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – 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.

Roles and responsibilities

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 targets.
- 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 and disabilities (SEND)

- 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

Headteacher

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

- all required elements of the curriculum 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
- 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 curriculum matters in order to make informed decisions.
- proper provision is in place for pupils with different abilities and needs, including children with SEND.

Staff

Staff will ensure that the curriculum is implemented in accordance with this policy.

Organisation and planning

At the current time, the geography curriculum is delivered by class teachers in the EYFS, Key Stage 1 and Key Stage 2.

Geography is taught following the Cornerstones Maestro curriculum scheme of work. Whenever possible, units are linked to half termly/termly themes and Pathways to Read/Write texts. Geography is the 'driver' for some of the thematic work in the long-term plan and at other times knowledge and skills as mapped out in the progression document are taught alongside other topics and subjects.

Cornerstones Maestro is used to teach pupils from Reception to Year 6 and at Halebank a two-year programme ensures that all aspects of the National Curriculum for Geography are taught following a fully progressive and inclusive curriculum scheme of work. (See progression document and associated N C links)

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 adapt and enhance 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 and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, work sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report.
- Equality information and objectives

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