



GEOGRAPHY POLICY

'Geography is a subject which holds the key to our future.'
Michael Palin

Intent

At Boyne Hill CE Infant and Nursery School we intend to ignite our pupils' curiosity about the wider world through our Geography curriculum. We aim to inspire them to become curious and explorative thinkers; in other words, to begin to think like a geographer. We want our pupils to develop the confidence to question and observe places, to build an awareness of how Geography shapes our lives and we hope to encourage them to become resourceful, active citizens of the future who will have the skills to contribute to and improve the world around them.

The Kapow Primary Scheme of Work to which we subscribe, encourages:

- A strong focus on developing both geographical skills and knowledge
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence
- The development of fieldwork skills across each year group
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world
- A growing understanding of geographical concepts, terms and vocabulary

Implementation

We follow a broad and balanced Geography curriculum that builds on prior learning and provides both support and challenge for learners. It ensures progression of skills, covers all aspects of the statutory requirements of the national curriculum for Geography and the Understanding the World strand within the Early Years Foundation Stage Statutory Framework.

In Key Stage 1, all classes will have scheduled Geography lessons in line with each Unit of the Kapow Primary Scheme of Work with progression building upon learning in the previous year.

We want to ensure that Geography is embedded in our whole school curriculum and that opportunities for enhancing learning by using geographical skills are always taken.

The national curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Knowledge and Skills Progression Overview shows the skills taught within each year group and how these develop. Geographical key concepts are woven across all Units rather than being taught discretely.

The Kapow Primary scheme is a spiral curriculum with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each Unit to coincide with the belief that this will consolidate pupils' understanding of key concepts, such as scale and place, in Geography. The two EYFS Units provide a solid foundation of geographical skills, knowledge and enquiry for pupils to transition successfully into Key stage 1 Geography learning, whilst also working towards the

Development matters statements and Early Learning Goals. These Units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes.

Cross-curricular links are included throughout each Unit, allowing pupils to make connections and apply their Geography skills to other areas of learning. Enquiry questions form the basis for each Key stage 1 Unit, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. Questions have been designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, pupils learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each Unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary Units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the national curriculum.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Knowledge Organisers for each Unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Impact

An enquiry-based approach to learning allows teachers to assess pupils against the national curriculum expectations for Geography. The impact of Kapow Primary's scheme can be monitored through both formative and summative assessment opportunities. Each Unit has a Unit quiz and knowledge catcher, which can be used at the start or end of the Unit to assess pupils' understanding. Opportunities for pupils to present their findings using their geographical skills will also form part of the assessment process in each unit. After implementing Kapow Primary Geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study a broad and balanced Geography curriculum with confidence at Key stage 2.

Monitoring and review

The subject leader for Geography is responsible for supporting colleagues in the teaching of Geography, for being informed of current developments and for providing a strategic lead and direction for Geography in school. The leader is also responsible for monitoring Geography planning, assessment and preparing and implementing the Geography policy.

Inclusion

The teaching of Geography at Boyne Hill is fully inclusive - activities within and outside the classroom are planned in a way which encourages full and active participation by all pupils and lessons offer both support and challenge. In our studies of localities, equal emphasis will be given to the roles of both men and women at all levels of society and resources will reflect the multicultural nature of our society.

This policy will be reviewed biennially

Last reviewed: October 2023