



# Geography Policy



1	Summary	Geography Policy			
2	Responsible person	Natasha Barker			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Natasha Barker			
6	Who has been consulted and recommended policy for approval	Head of School			
7	Approved by and date	September 2023			
8	Version number	3			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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## 1. Purpose

The purpose of this policy is to describe the intent and implementation of the geography curriculum at Thorpepark Academy.

## 2. Curriculum Intent

The teaching of geography is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the national curriculum to ensure full and in-depth coverage of all the objectives. In addition, pupils will have the opportunity to complete in-depth studies of the local area of Orchard Park, Hull and beyond. Pupils will learn and remember more knowledge about the wider world that they live in whilst also practicing life-long geographical skills such as map reading and position and direction.

Foundation stage pupils continuously access geographical knowledge and skills through teaching points, enrichment activities and child interest led learning. Activities are designed using assessment steps from development matters enabling broad learning around understanding of the world, people and communities.

## 3. Curriculum Implementation

Geography is taught once per term, following weekly lessons to ensure knowledge is embedded and remembered. Skills are practiced and re capped weekly to ensure good progress is made across the subject. Geography lessons can be taught with a range of cross curricular approaches and will include strong links to english and maths lessons.

LTP planning is done to give an overview of the whole school to ensure that there is a broad and balanced coverage of local and national geography. Some aspects of the National Curriculum, such as naming countries and capital cities of the UK, are taught and repeated in each year group to ensure they are remembered by all pupils. The National curriculum for KS1 is repeated in Year 1 and Year 2. In KS2 all year groups will conduct an in-depth study of a local area, a study of a European or non-European country and learn about key physical and human features in these places.

Skill progression is in addition to the objectives to ensure that skills are built on and developed as the children move through the school. These skills include reading a range of maps, the level of maps used e.g. four and six figure grid reference, field work and statistics. Skills and knowledge are planned to build on learning from previous years.

Geography curriculum planners are used for short term planning to organise the skills and knowledge for a successful geography curriculum. They include National curriculum references, key vocabulary, sticky knowledge, and skills from the current and previous year groups.

Topic webs are shared with parents through the website, social media, and hard copies. This is to ensure that parents can support the home learning partnership.



Geography is an inclusive subject. All pupils are required to participate in geography activities. All activities planned are adapted to ensure that all pupils have access to the learning objective and curriculum. SEND pupils are required to join in with geography lessons. Planning, delivery, and assessment will reflect this.

#### **4. Enhancing the curriculum with visits and visitors**

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning.

#### **5. Curriculum Impact**

Pupils are assessed after each new unit of learning using lesson by lesson assessments of the learning objective and a final topic quiz. This is tracked to inform planning on the next steps in learning. This is reported yearly on track and monitored by the subject coordinator.

Pupil interviews, lesson visits and book looks will demonstrate what knowledge the pupils can remember and the skills that they developed. These monitoring and evaluations measures will quality assure the consistency of geography across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

#### **6. Roles and Responsibilities including monitoring of standards**

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leaders are responsible for the monitoring and evaluation of geography across the school. This will include:

- Supporting staff with planning and delivering geography
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject
- Reporting to the Head of school and governors termly

Class teachers are responsible to plan, prepare, deliver and assess art lessons which help build a repertoire of art skills. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in a variety of art lessons with a focus on skills progression and sticky knowledge
- Follow the school marking policy
- Ensure all pupils are remembering the information they are learning



- Ensure pupils are developing on skills from the previous year or stage

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.