

# Hateley Heath Academy Geography Policy



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Approved by:	CEA
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This policy is scheduled for review on:	Every 3 years

## Contents

Policy Statement .....	3
Scope .....	3
Aims & Principles.....	3
Curriculum Overview.....	4
Curriculum Implementation .....	5



## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best Geography provision for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

## Aims & Principles

The aim of this policy is to explain how our Geography curriculum is taught at Hateley Heath Academy.

## Curriculum Overview

Our Geography curriculum is bespoke to our children and the community surrounding us. It is designed to be ambitious for all pupils, preparing them for their next stages in life. It is a knowledge rich, localised and progressive curriculum that has been implemented to broaden children's geographical experiences, their understanding of the world and to add a greater depth to their knowledge and skills.

Through our curriculum, we will provide opportunities for the children to seek knowledge by fieldwork experiences and encouraging questions to be asked. Our school Learning Clouds support the independence and responsibility for their own learning and encourage the children to develop a growth mindset, whilst also developing positive dispositions and habits for lifelong learning.

**Collaboration**

**Contemplation**

**Curiosity**

**Creativity**

**Challenge**

**Confidence**

Our Geography curriculum has been designed around a series of principles that reflect our school values, British Values, the national curriculum and the pedagogical approaches and needs of our Hateley pupils. We clarify our vision of the curriculum through a carefully sequenced and progressive journey that is underpinned by key knowledge and skills supporting the children to make connections within other subjects. Throughout this journey, the children are exposed to both substantive and disciplinary knowledge, which is appropriate to their level of understanding and supports the development of schema.

We teach Geography as a discrete subject with an aim of children possessing a deeper understanding of the subject discipline, whilst at the same time, we encourage the children to make connections within and across units where appropriate. We ensure that our curriculum provides the children with both substantive and the disciplinary knowledge that is needed for children to appreciate and understand what is unique about the world in which we live. By doing this, our curriculum support schema development. Key concepts in each

subject area are carefully considered and interconnected with other subjects. These concepts and skills are carefully sequenced, revisited and built upon from Early Years to Year 6.

## Curriculum Implementation

By the end of Year 6, children at Hateley Heath will explore key themes within our Geography curriculum:

1. Locational knowledge.
2. Place knowledge.
3. Human and physical geography.
4. Geographical skills and fieldwork.

The pupils will extend their knowledge and understanding beyond the local area of Hateley Heath and the Black Country to the United Kingdom and further study on the continents of Europe, North and South America. They will learn about the location of these places and the many characteristics of different human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

At Hateley Heath, our Geography curriculum is underpinned by stories, which feature within each MTP throughout the whole school. Each story brings real life purpose and meaning to learning and research suggests this has a significant impact on recall and long-term memory.

### Locational knowledge

The children will be able to locate countries across the world using maps and atlases focusing on Europe and North and South America. They will study environmental regions, key physical and human features, name countries, major cities, seas, rivers and coasts. Within the United Kingdom, they will name and locate cities and counties along with human and physical features such as hills, mountains, rivers and coasts. They will look at land-use patterns and understand how these have changed over time. Through the study of countries and regions, they will know the position and significance of latitude, longitude, the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### Place knowledge

The children will have knowledge of and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Italy, Pompeii and the Mediterranean), India, when studying the Commonwealth and a region within both North and South America. Children will identify how a countries place can impact its climate, weather and economy.

### Human and Physical Geography

The children will be able to describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Within human geography, they will learn about types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Geographical skills and fieldwork

The children will use maps, including digimaps, atlases, globes and computers to locate countries and describe features studied. When reading maps, including Ordnance maps, they will use all eight points of a compass, four and six-figure grid references, symbols, and keys. They will be building their knowledge of the United Kingdom and the wider world through fieldwork to observe, measure, record and present knowledge of the specific human and physical features observed. They will record using a range of methods, including sketch maps, plans, graphs, and digital technologies.

