



Geography Policy

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Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Geography Curriculum Rationale

“A high-quality geography education should inspire children’s curiosity and fascination about the world that will remain with them for the rest of their lives.” DfE.

The geography curriculum at primary level enables children to gain knowledge and understanding of the world, environments, places near and far, as well as the processes that create and affect them. It supports the development of understanding between people around the world and allows children to regard themselves as global citizens, with an awareness of current world events.

Light Years School believes that pupils should:

- develop a natural curiosity about our world.
- be encouraged to develop a desire to find out more and understand our planet.
- explore their world geographically by learning to ask questions.
- be taught how to find geographical information, understanding, and reading maps.
- explore possibilities and consequences, understanding differences and similarities.
- be given opportunities to think critically about global and local issues, use field skills to help support their learning and have a sound knowledge of both physical and human geography.

Curriculum Intentions and Implementations

Geography Intent

Through their mastery of our Geography curriculum, children will learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils will discover how places across the globe are both similar and different and how they are changing. This will provide a foundation of knowledge that will help them understand our world. Children moving on to secondary school will have learnt to think critically, value their world and develop perspective; all key skills needed to become geographers as well as a good citizen of the world.

At Light Years, the children will develop their understanding of locations, places, processes, and people. including Europe, Africa, The Americas, Asia, and global geographical challenges. During each unit, learning will be revisited, drawing upon knowledge gained in previous years as well as knowledge covered earlier in the current unit through purposeful retrieval practice

Language development is a key focus. Through highlighting key geographical vocabulary, as well as a large emphasis on teacher modelling and appropriate scaffolding, pupils develop and broaden their vocabulary. Our school site and the surrounding area offers a range of human and physical geographical opportunities. These areas will be used to support the teaching of Geography and to enable children to experience their local Geography in a hands-on way.

Geography Implementation

We begin each Geography lesson with a learning question, designed to promote curiosity. The learning questions are carefully adapted to ensure they make sense to the learners and are within their immediate understanding.

Our Geography curriculum has been developed in a way that links to our aspirational, over-arching topics. Units run either concurrently or consecutively with our history units dependent on the best fit for our pupils and the topic.

Children are given access to a range of resources to develop learning through atlases, digital technology, books, photographs, and a range of maps.

Through our Geography curriculum, children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to become geographers through collecting, analysing, and communicating through discussion their findings. Where possible, we also ensure cross curricular links with Maths literacy and other wider curriculum areas. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data. We are fortunate to have nearby forests, coasts and open spaces that will be used as appropriate with our pupils.

Geography Impact

The geographical journey of children in our school and the experiences we offer, will engage, and inspire pupils to have a love and appreciation of the world we live in. The impact of teaching geography will be seen across the school and will forge important links between home, school, the local area, and the wider world.

By encouraging the enjoyment and engagement in geography, children will develop the skills, knowledge and understanding that will allow them to fulfil their potential. We endeavour to provide guidance and further opportunities to support them in their next steps.

We expect our pupils to:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry, and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Understand frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Geography Leadership – Roles and Responsibilities

The appointed subject leader is responsible for its intent, implementation, and impact. The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Provide a strategic lead and direction for Geography.
- Support and advise colleagues on issues related to the teaching and learning of Geography.
- Monitor pupils' progress in Geography ensuring that key skills are evidenced in outcomes.
- Provide efficient resource management for the subject

Personal Development within the Geography Curriculum

Personal Development intentions are to ensure that all Pupils:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values.
- reflect upon their own beliefs and values and respect those of others.
- are supported to consider and regard the equal opportunity for all and show respect and tolerance of differing beliefs of others.
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school.
- have awareness of career options and will feel confident in identifying and recognizing how the curriculum may lead to these careers.
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school waking day curriculum.

Through Geography, personal development will be implemented by:

Choice and availability of experiences

- The Pupils will have exposure to a wealth of cultures, languages and content that promotes personal development as well as, family values, gender, power, and manipulation and incorporating mental health and current affairs.
- The Pupils can build and extend their knowledge, respect and tolerance and prepare for life in modern Britain, embracing the world as rounded, respectful members of society. A range of experiences in Geography allows pupils to experience these values in contexts they may not have experienced thus providing opportunity to advance their knowledge of these values and circumstances.

Current affairs

This provides opportunity to experience the age-appropriate beliefs and social constructs of communities.

Geography Safeguarding Statement

Safeguarding Statement

Safety and safeguarding is the core theme throughout the pupil's life at Light Years School. Through the safeguarding culture at school, we aim to help prepare the pupils for the next stage of their education. At all times we aim to foster resilience alongside a calm environment.

School leaders ensure that Geography materials do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view, they should present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to the Designated Safeguarding Lead and raise a cause for concern form.

Geography Curriculum Overview

Year Group	Autumn Term	Spring Term	Summer Term
Year 3/4 A	Local Area	Islands – How are some islands special?	Climate Change
Year 3/4 B	Biomes	Spotlight Light Years School	Fragile Earth
Year 5/6 A	UK Study	Are there enough resources in the World?	Costal Study
Year 5/6 B	River Tees versus River Meon	La Plagne – a world away from Light Years	