



# The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

*'All things are possible for one who believes' Mark 9 v 23*

## Geography Education Policy

### Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care, Large enough to inspire, Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

**'All things are possible for one who believes' Mark 9 v23 .**

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.



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## **Introduction**

Geography is essentially about the study of places, the human and physical processes which shape them, and the people who live in them.

Skills developed through Geography help pupils to make sense of their surroundings and the wider world.

"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." (2014, Geography National Curriculum)

## **Aims of Geography**

- To stimulate children's interest in their surroundings and in the variety of human and physical conditions on the earth's surface
- To develop the skills needed to undertake geographical investigations
- To stimulate interest in, and to encourage an appreciation of the world around us
- To introduce pupils to geographical enquiry
- To partake in geographical fieldwork
- To work with maps and images
- To explore physical and human patterns and processes
- To gain a greater understanding of the ways of life and cultures of people in other places
- To develop a sense of responsibility for the care of the Earth and its people
- To explore and investigate the relationship between people and their environment
- To develop a sense of identity through learning about the UK and its relationships with other countries
- To create independent learners, who can research to find answers and who take increased ownership of their learning journey through continuous provision
- To make effective links between subjects, thus making learning increasingly relevant and enjoyable for the children
- To encourage the children to be aware of their environment on a local, national and global level
- To give children the opportunity to broaden their knowledge of the world and to learn about other languages, countries and other cultures
- To develop collaborative learning and partnerships within the federation and on international level
- To ensure all children enjoy and take pride in their learning



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- To provide opportunities for the children to celebrate their successes and experiences with friends, family and the local community through Federation days, Marvellous Middle and end of unit celebrations

## **Organisation**

- Geography is planned through collaboration within the Forest Federation, ensuring consistency across all schools. Plans should be stored on Microsoft Teams for Classes 1, 2 and 3 across the Federation
- Lessons are planned and taught by class teachers, using medium and long-term plans from Kapow as a starting point. These lessons should be personalised and relevant to the needs of the class and should be adapted to the needs of the pupils and the class. Teachers are encouraged to seek advice and guidance (when necessary) from Geography Subject Leaders and Senior Leaders. Cool Jobs through continuous provision should be clearly identified within the teacher's planning.
- Geography should be taught throughout the school year. A flexible approach to its implementation is encouraged, to ensure best opportunities are provided for the children and resources are allocated most effectively throughout the Federation. Continuous Provision is expected within Geography, although teachers must adapt lessons to the needs of their class
- Geography should be mapped in accordance with the National Curriculum requirements, to ensure sufficient breadth of study. This map should be reviewed every year both by the Head Teacher and the Subject Leader.
- Teachers are encouraged to engage a degree of flexibility when teaching from this map to ensure children's learning opportunities are maximised
- Teachers should provide opportunities for parents to feel part of their children's learning journey. Whenever possible, parents should be invited to attend presentations, and they should be encouraged to celebrate in their child's achievements
- Geography is taught in themed units throughout the year, all with a specific title.
- Geography should be taught with a local emphasis throughout the whole of the academic year.



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## **Resources**

- The use of books, computers, interactive whiteboards and audio-visual equipment is promoted to enhance the knowledge and understanding of a themed unit
- Teachers should strive to use outside agencies, visitors and educational visits to bring the curriculum to life
- Class teachers should request resources needed for their planned units. A yearly review should enable class teachers, the subject curriculum leader and individual subject leaders to plan for future resource and learning needs

## **Responsibilities**

### **The Role of the Geography Subject Leader:**

The role of the subject leader is to ensure Geography is being delivered within our curriculum and it inspires and motivates the children.

The subject leader aims to continually improve the provision within the Federation.

This is done by:

- Providing appropriate resources to support planning
- Monitoring the teaching and learning of Geography
- Monitoring Federation unit selection to ensure National Curriculum coverage
- Identifying future actions or areas for development through the School Development Plan
- Offering advice and support to colleagues
- Keeping up to date with any new subject developments

### **The class teacher is responsible for:**

- Assessing each child and recording their findings
- Report on progress at Parents' Evening and on the School Report in relation to National Curriculum objectives
- Following the school's policy on monitoring
- Following the school's policy on assessment
- Adapting plans in order to suit the needs of the class, based on their own professional judgments



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## **Staff Development**

The staff should be given relevant training opportunities to aid their development. This should be done in consultation with the Senior Leadership team. The Subject Leader is responsible for the support and professional development of the teachers and staff. Staff should also be given the opportunity to observe other professionals, including visiting and observing teachers within the Federation. Whenever possible, the school should promote opportunities for staff to gain experience working with or at other schools.

## **Equal Opportunities**

All children, regardless of gender, culture or disability are given the opportunity to study the curriculum. We acknowledge and plan for the needs specific needs of all learning styles and abilities. We value the importance of developing all aspects of a child's learning potential. We strive to develop all children at this school academically, socially, physically and emotionally.

Mr Willsher.  
Geography Subject Leader  
February 2025.