Leyland St James CE Primary School and Nursery

Geography Policy

Subject Lead: Mr J Atherton

Link Governor: Mrs P Lamb

Introduction

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

The strands in Geography are:

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

Intent

At Leyland St James' CE Primary School our Geography curriculum is designed to inspire a curiosity and fascination about the world. Our curriculum is inclusive to every child and equips them with knowledge about places, people, resources including the key natural and human environments of Earth.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Leyland and Lancashire to enable children can develop an understanding of who they are, their heritage and what makes our local area unique and special. Through high quality teaching, we develop the following essential characteristics of geographers:

- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.
- A rich understanding of geographical knowledge and vocabulary;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.

Implementation

In Geography, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum, incorporating the four main areas of learning at each key stage: place, location, human and physical and geographical skills and fieldwork.

Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities providing sophisticated links to provide effective links across subjects to ensure cohesion across the whole curriculum. In EYFS and Key Stage 1, we have created our own bespoke, progressive curriculum which uses the local area to understand the world around us. Our curriculum builds the foundations for Key Stage 2 to encourage inquiry, curiosity and exploration. The Key Stage 2 Geography units incorporate the Kapow scheme with adaptations to fit our local area and environment.

At the beginning of each Geography unit, children demonstrate their prior knowledge, which helps to inform planning, teaching as well as understanding the retention of prior learning. A series of stimulating lessons are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary.

Enrichment opportunities, including outdoor learning, inspirational visitors and Geography field trips, provide our children with rich experiences and enhance teaching, learning and knowledge.

Impact

Within Geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our geography curriculum is high quality, well-thought-out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discrete vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic after the unit is taught.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Curriculum

Early Years:

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Please see the EYFS Curriculum for more in-depth details of Geography learning within EYFS.

Key Stage 1:

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2:

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised, including history, science and computing.

Field Work:

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Lancashire Evolve Authority Risk Assessment procedures using Evolve. Any water activities or work near water requires at least 10 weeks notification and application prior to the visit. (See additional risk assessment policies for further information and clarification.)

Spiritual, Moral, Social and Cultural opportunities:

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore our key curriculum drivers – **Diversity, Environmental Concerns and Possibilities** are evident in the study of geography and it is embraced during the teaching wherever possible.

Role of Co-ordinator:

The Geography co-ordinator leads the maintenance and development of the subject.
They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Health and Safety:

The School's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office. This is supplemented with county guidance concerning Educational Visits.

Ensuring continuity and progression in learning:

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in

complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters;

Record Keeping and Assessment:

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Assessment will be undertaken using the following methods:-
- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- Kahoot quizzes
- Retrieval cards
- Can You Still? Slides
- Graffiti Walls to explore previous units.
- peer assessment
- the evaluation of discussion

Please also refer to the School Assessment Policy.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography. A copy of the school's equal opportunities policy can be found in the school office.

Adaptive Teaching

We recognise the need to cater for children with special educational needs. Work is adapted to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging stud