

Geography Policy

Intent

At Worsthorne Primary School, we want our pupils to think and act like 'Geographers'. We aim to encourage them to ask questions about their local area, the wider world and to think about how they can care for and respect our communities and the environment. Geography helps to provoke and answer questions about the natural and human world. Our aim is to foster within our children a greater understanding of the world, their place within it and the responsibilities they have. We aim to develop a lifelong curiosity and love for Geography by ensuring that we use real life examples within the local area to ensure Geography relates to their own lives and provides opportunities for first hand experiences. We aim to develop our children's investigation and problem-solving skills in such a way that they are transferable to other curriculum areas and used to promote their spiritual, moral, social and cultural development.

We hope to inspire in our children a curiosity and fascination about the world in which they live and its people, which will remain with them for the rest of their lives. Our hope is to promote our children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We aim to raise our children's awareness of topical geographical issues, the importance of sustainability and human action upon our world. With this knowledge and skill set, we hope to help them discuss and make decisions about how they chose to live their lives.

These aims are embedded across our Geography lessons and the wider curriculum. We have a rigorous and well-organised curriculum that provides purposeful opportunities for developing our children's Geographical skills. Teachers adapt the Lancashire Geography units appropriately to meet their class's needs, but also ensure that cross curricular links with current topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for Geography 2014.

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We use a wide variety of quality resources to support and enrich our curriculum for our children. We also aim to provide a wealth of enrichment opportunities, from visits to the seaside and nature reserves to residential field trips and taking part in debates. We aim to plan topics that inspire and capture our children's interest and are relevant to their lives.

Implement

Planning for Geography follows the Lancashire Professional Development Service (LPDS) National Curriculum Support Materials. The school's curriculum map and progression of skills document show the units of work and key age related expectations that should be covered.

Planning includes the four elements of the Geography curriculum:

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

We ensure that there is a progression of skills in each year group by following the Geography curriculum map and progression of skills document.

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Teaching and learning must ensure children meet statutory objectives as stated by National Curriculum Geography Programme of Study 2014.

In Key Stage One, pupils should be taught:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In Key Stage 2 pupils should be taught:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, 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

- 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, and a region within North or South America

Human and physical geography

- describe and understand key aspects of: -
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

In the Foundation Stage, Geography is delivered to pupils within the Understanding of the World Area of Learning through a cross-curricular topic based approach at various points throughout the academic year.

Impact

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Assessment is an on-going process and teachers make continual assessments about the progress of children in their class. This information is used to provide children with "next steps" and enables teachers to adapt their weekly planning to meet the needs of their children.

Teachers use a range of assessment methods and tools which include:

- Comparing boys/girls; SEN/non-SEN
- Teacher/subject leader observation of pupils
- Pupils 'work
- Pupils 'on-going analysis of their achievements

The Geography subject leader monitors effectiveness of teaching and learning and the standards in Geography in a variety of ways;

- by visiting lessons
- talking to the children about their learning
- looking at examples of children's work
- moderation activities with teachers in each year group to ensure quality teaching and learning is consistent across the school

Date of Policy	November 2023
Person Responsible	Steven Lomas
To be reviewed	Annually
Review Date	October 2024