## Image result for church lane primary school

## Church Lane Primary School and Nursery

## Geography Policy

*“The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” Barack Obama*

## Intent

Our intention at Church Lane Primary School and Nursery is to develop a high-quality geography education that aims to inspire pupils curiosity and fascination about the natural and human aspects of the world. Children will be encouraged to develop a greater understanding and knowledge of the world and where they and Lincolnshire sit within it and through placing a focus on rich fieldwork and observation we aim to give children a contextual understanding of key issues such as Climate change and its potential impact as they grow.

To achieve our intent we will give all children at our school the opportunity to study their local area as well as the wider world.

Our bottom line is that All of our children will experience fieldwork, will be able to enquire and think critically to ensure balanced learning opportunities.

**We will ensure that our intention is met through:**

* teaching provides a balance between core knowledge (facts, location names, vocabulary) and a sense of place (senses, emotions, values, opinions).
* Giving every child the opportunity to experience a variety of geographical activities first-hand and appreciate our beautiful planet!
* developing their sense of enquiry.
* Providing an array of opportunities so children can feel part of and have a better understanding of the place we live.
* developing a broad understanding of the world we live in, places, continents and countries as well as oceans, deserts or mountains.
* Giving children the opportunity to learn facts about our natural environment and landforms locally and also comparing the different challenges and cultures in the wider world.
* Having a clear pathway of progression to extend children’s knowledge as they advance through the school. This will ensure their knowledge and understanding goes beyond the local area to include the United Kingdom and Europe, North and South America.
* Giving children a rich source of geographical vocabulary to ensure they fully understand both the features and location of areas they are studying and the ability to discuss their own work and that of others in geographical terms.
* Being motivated to enjoy and succeed in Geography.
* Developing a child’s appreciation of the wonder of our world to encourage the children to explore how we can preserve our environment for future generations.

## Geography Curriculum Key stages 1 & 2

Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

**Key stage 1**

Pupils should be taught to:

* **Locational knowledge:**
* To name and locate the world’s 7 continents and 5 oceans.
* To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
* **Place Knowledge:**
* To understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom and a contrasting non-European country.
* **Human and Physical geography:**
* To 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 and human features.
* **Geographical skills and fieldwork.**
* To 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 stage.
* To 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.
* Touse 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.
* To 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.

**Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

**Locational knowledge**:

* To 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.
* To 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.
* To 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**:
* To 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:**
* 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.
* To describe and understand 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**
* To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
* To 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.
* To 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.

## Geogrpahy Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child’s development. Geography comes under the ‘Understanding the world’ area of learning. There are also many opportunities for cross curricular learning in Literacy and Expressive art and design. Literacy: Reading is a focus for our school, using geographical texts as part of the wide range of literature sources is an effective way to ensure children have opportunities to learn about our world. The EYFS curriculum starts from birth and children progress though each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. The assessment for the EYFS is formative. The Early Learning Goals relating to geography:

**-Understanding the world:**

* They know about similarities and differences between themselves and others, and among families, communities and traditions.
* The world: children know about similarities and differences in relation to **places**, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
* **Literacy Reading:**
* They demonstrate understanding when talking with others about what they have read.
* **Expressive arts and design:**
* Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and **stories.**

Exploring the world and our local school and surrounding environment will by its very nature develop skills and competencies in playing and exploring, creating and thinking critically, asking and answering questions and provide awe and wonder. This in turn will impact positively on other areas of learning.

## Principles of Teaching

* The Geography Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links)
* Geography is taught throughout Early Years Foundation Stage, Key Stage 1 and Key Stage 2. Geography is more explicitly taught in KS1 and KS2 where teaching and displays make it clear to children what we are learning as ‘geographers’.
* Each class (Year 1 to Year 6) will delivered regularly as part of our cross curricular approach to learning. This will be delivered by the class teacher and planned against the national curriculum.
* During Geography lessons pupils will be expected to embed their understanding through lessons delivered in and outside the classroom environment, this may include our school grounds, the immediate local area and through visits to other places of geographical interest.
* Each class(Year 1 to Year 6) will embed geographical vocabulary based on key concepts and progression from the National Geographical Association.
* All pupils are encouraged to participate in and enjoy Geography lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of Geography.
* During Geography lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.
* Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
* Where appropriate, children who demonstrate a talent for geography through evidence of their knowledge or skills beyond their age will be given extra challenges through differentiated work, questioning and homework.
* Children are encouraged to share their own individual cultures or experiences to enrich and make the teaching of geography more personalised to our school community.
* Pupils’ achievements are celebrated in display and on our school website.
* As a school we enjoy and ensure learning about our local town through whole school’ Sleaford days’ planned into our curriculum.

"The national curriculum should be the start not the end of a school's thinking on its curriculum. It is a necessary minimum, shared by all students in the country, not the limit on what we can aspire to.”NAHT 2013

## Role of the Geography Coordinator

* + Endeavour to promote a dynamic approach to the development of Geography ensuring that geography has a high profile at the School.
  + To update and administer school geography curriculum and oversee its implementation by other staff.
  + Keep up to date with developments in geography through reading and course attendance etc.
  + Report back on courses attended.
  + Advise and support staff with geography.
  + Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in geography).
  + To organise workshops for children in school/ external environments.
  + Coordinate extra-curricular geographical activities if appropriate to staffing and pupil interest.

## Assessment, Recording and Reporting

Teachers will assess children in geography using the Itrack assessment system at the end of each academic year. However school also recognize that a child’s understanding of geography will appear in many shapes and forms therefore AfL is an integral part both of teacher’s assessment and of pupil’s self- assessment*.*

Appraisal sessions, where the children are discussing the progress of their own work and that of others, highlight important stages in a child’s geographical development. This format offers the children opportunity to focus on their own needs for areas of development.

Other assessments take place in the form of short but precise formative records which show the progress that individuals have made and the specific musical learning that has taken place. It is important for both teacher and pupil to make an assessment of the finished product.

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