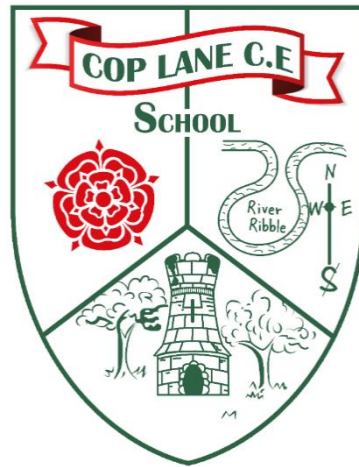


Cop Lane C.E Primary School



Geography Policy

March 2024

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Vision

At Cop Lane C.E. Primary School, we aim to develop children's curiosity in both their immediate surroundings and in places and environments in the wider world. Our purpose is to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time.

We provide children with many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips.

Purpose of Study

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and changed over time.

Aims

Intent

To build a geographical curriculum that develops learning and results in the acquisition of knowledge of their world around them so that they know more, remember more and understand more.

Implementation

- **Clear and comprehensive scheme of work in line with the National Curriculum.**
Teaching and learning should show progression across all key stages within the strands of Geography.
- **Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs.**
Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.
- **Clear progression of skills and knowledge will be evident throughout school.**
Staff will refer to the progression document to ensure that pupils are accessing and learning ARE skills and knowledge that will enthuse and help them to understand more securely at the appropriate level.
- **Children will access their local environment to get a hands-on experience in their learning.**
Children will become more aware of their local environment and as they progress through their geographical education.
- **Educational visits to enhance their cultural capital.**
Where applicable links to geography will be made to develop children's topical learning.
- **British values and PSHE**
Children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences.

Impact

- Children will achieve age-related expectations in geography by the end of their cohort year.
- Children will retain knowledge that is pertinent to geography with a real-life context

- Children will understand how geography ‘happens’ in their local area.
- Children will begin to understand their wider world and the implications that we as citizens have on it.
- Children will work collaboratively to solve problems and explain the processes that they have taken/ observed within a real-life context.
- Children will act as good citizens within their local community.

Curriculum

EYFS

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children’s work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child’s understanding of the world through activities such as finding out about different places and habitats investigating our locality.

KS1

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 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.

KS2

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 IT. 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.

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. We believe in a mixture of whole-class teaching, group and individual work methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of resources, such as maps, statistics, graphs, pictures and aerial photographs. We enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present their views to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of immediate local environmental problems or use of the internet to investigate a current issue.

Adaptive Teaching

Our geography curriculum is designed to be ambitious for **all** of our pupils. We adapt our geography teaching and learning with consideration of the needs of pupils through the following adaptive teaching strategies:

- Explicit instruction – clear explanations, modelling and frequent checks for understanding.
- Cognitive and metacognitive strategies.
- Scaffolding through supportive tools and strategies.
- Flexible grouping.
- Using technology.

More Able

Additional challenge for more able children is provided by the class teacher. We aim to give the more able pupils the opportunity to extend their geographical thinking and understanding through targeted questioning and activities that challenge their problem solving and enquiry skills.

SEND

Children are given access to geography irrespective of ability, race and gender (see Equal Opportunities Policy). Teachers are responsible for the learning of all children in the class. This may involve formulating individual learning programmes for any children with particular needs.

Provision for pupils with Special Educational Needs is planned in line with the Code of Practice for SEND. Tasks are adapted and matched according to the abilities of the pupils.

Geography Curriculum Planning

We teach geography through a thematic approach and ensure skills and objectives from the National Curriculum for geography are incorporated into our curriculum planning. Planning has clear objectives and work is matched to pupils' varied abilities. We also investigate local areas and areas in the wider world. We teach children to consider human activities and physical features. We encourage children to compare and contrast different places/ areas. Through teaching about contrasting localities, we enable children to learn about inequality and injustice in the world. We also help children to develop their knowledge and understanding of different cultures so that they avoid stereotyping other people and acquire a positive attitude towards others. At times, we arrange for the children to carry out a geographical study independently.

Our geography curriculum planning is delivered through a cross-curricular approach. We combine geographical study with work in other subject areas.

This promotes enthusiasm and provides an enriched curriculum. The geography subject leader reviews plans on a regular basis. Medium term plans detail the topic-based areas. These are listed in the creative curriculum map. Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class

teacher keeps individual plans and can discuss them with the geography subject leader on an informal basis.

We plan topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge through planned progression built into the scheme of work. We offer them an increasing challenge as they move up the school.

Assessment/ recording/ monitoring

We assess the children's work in geography by making informal judgements as we observe them during lessons. Once children complete a unit of work, we make a summary judgement of the work and consider whether they have yet to obtain, obtained or exceeded expectations in that unit. Class teachers keep the children's geography work in the topic folder/ books. We record assessments and use these to plan future work.

The geography subject leader monitors standards of the children's work and quality of teaching and keeps samples of teacher's planning, children's work and details of pupil interviews. The subject leader has a book that all of this information is recorded in. The geography subject leader supports teachers and gives the Headteacher an annual action plan in which he/ she evaluates improvement plans and indicates areas for further improvements.

This policy was reviewed in March 2024 by Mrs Lucy Ball.

It will be reviewed again in March 2027 or sooner if needed.

(NB recommendation – on a three-yearly cycle)

Signed: I. Ashmore