

St. Luke's C of E (Aided) Primary School



Geography  
Policy 2021-2022

## **Introduction**

At St. Luke's, our school vision is 'Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone'. In Geography, we want our children to be inspired by this and to feel confident to question and discuss issues. A high-quality geography education provides the children with the appreciation for the environment. In our diverse society, children need to understand other people and cultures more than ever before. It is essential that we give the children opportunities to grow spiritually, morally, socially and culturally. Geography enables children to participate in practical experiences in preparation for exploring the world.

## **Our objectives in the teaching of geography are to:**

1. Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
2. 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.
3. Be 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.
4. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps and writing at length.

## **Objectives at Key Stages:**

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

### **Foundation Stage:**

The geography curriculum is known as; Understanding of the World and is organised on a topic basis. Children cover the three aspects of physical, human and environmental geography. Opportunities are provided to guide the children and it allows them to develop a further understanding of their physical world, their community, to observe and find out about people, places, technology and the environment in which they live.

### **Key Stage One:**

During Key Stage One, pupils should develop their knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They investigate their local area and a contrasting area in the United Kingdom or overseas. They find out about the environment in both

areas and the people who live there. They begin to learn about the wider world. Children 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 Two**

During Key Stage Two, 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 begin to make links between different places around the world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions and use resources such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and understanding different views. They will acquire the appropriate practical skills associated with Geography, including fieldwork techniques and maps, plans and atlases.

### **Geography curriculum planning**

The school uses the National Curriculum as the basis of its curriculum planning. Topics are selected from Oddizzi and have been chosen to ensure that they deliver information as outlined in our milestones document. The topics build on prior learning. The milestones document contains the essential information from Year 1 to Year 6 to enable teachers to feel confident when supporting children in fully understanding and absorbing new information. Oddizzi supports teachers with their medium and short-term planning. It provides teachers with key vocabulary, key skills and knowledge to plan high quality geography lessons.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning maps the geography units studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. This way, we ensure that children have complete coverage of the National Curriculum.

Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

## **Teaching and learning of Geography**

Primary school Geography is taught by the class teacher, and organisation of the lesson will be dependent on the needs and abilities of children in the class. Teachers will consider all learning styles and this will be reflected in their lessons. Children are encouraged to ask and answer geographical questions.

Teaching methods may include:

- Knowledge given by the teacher
- Use of the local environment for field work
- Building own models
- Individual and group enquiry
- Use of videos
- Visits of relevance to the topic
- Use of ICT
- Using Oddizzi
- Using relevant books, atlases and postcards.

Our principal aim is to develop the children's knowledge, skills and understanding in geography and Oddizzi provides teachers with the flexibility to use a variety of teaching and learning styles.

## **Fieldwork**

Fieldwork and visits are vital to good geography teaching and we include as many opportunities as we can to develop geographical enquiry and skills. Children learn best when they feel safe, therefore, any visit is well organised and provides a stimulating and valuable experience. All of the children will carry out investigations into the local environment, and we give them opportunities to observe and record information around the school site. In Key Stage 1, children have the opportunity to take part in a residential visit to Rand Farm. In Key Stage 2, children have the opportunity to visit an activity centre in a different part of the country.

## **Geography and Inclusion**

Geography is taught to all children, regardless of their ability and individual needs, thus helping to provide a broad and balanced education for all. Assessment against the National Curriculum allows us to consider each child's attainment and progress against key assessment criteria. This helps to ensure that our teaching is matched to the child's needs. We strive to ensure all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Equal opportunities**

At St. Luke's Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require this.

### **Assessment for Learning**

Children demonstrate their ability in Geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations of an issue. Teachers will assess children's work by making informal judgements during lessons as well as through written work and discussions. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work, as well as self-assessing. The assessment information is used to plan future work, inform parents in end of year reports and to pass information on to the next teacher at the end of the academic year.

### **Cross curricular approaches:**

#### **English**

Geography contributes significantly to English in our school, as it makes extensive use of reading, writing, speaking and listening skills. At Key Stage 1, both non-fiction and fiction literature are useful for initiating geographical discussion and curiosity. At Key Stage 2, debates and discussion of contemporary issues support speaking and listening, and a variety of genres of writing are supported including reports, letters, persuasive writing and recording data.

#### **Maths**

Geography supports maths in a variety of ways. Children learn about scale, distance and space. They learn about coordinates through their mapping work and often handle data and interpret graphs to retrieve information.

## **Computing**

Computing is used extensively in geography, both in Key Stage One and Key Stage Two. Research is often undertaken using the laptops. Interactive software, such as maps, are also used on the Interactive White Boards in classrooms. Children use computing, software and devices to collect, measure and present both data and written work, as well as to upload photographic images from fieldwork. Children are also supported in using Oddizzi to enhance their learning. Purple Mash provides some great cross-curricular links for Geography and a range of activities can be completed.

## **Personal, Social and Health and Emotional (PSHE) education**

Geography has explicit links to the teaching of PSHE, as it explores other cultures, both in our own locality and elsewhere. Geography also encourages children to consider the implications of their own decisions and actions on the wider world, for example fair trade and recycling issues.

## **Spiritual, Moral, Social and Cultural development**

We encourage children to be reflective through the various geographical themes we cover and examine contemporary issues. Children are taught about the enormous importance of equality in our society and will become our ambassadors of the future. We stimulate discussion and debate and foster environments that allow the children to feel confident in sharing their opinions and ideas. Our children learn how important it is to have strong British values and they are encouraged to take a pride in their nationality.

## **Languages**

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. Our approach to teaching geography is positive, demonstrating the difference that the children in our class can and will make to their local environment and the wider world, empowering them to lead positive lives, with consideration given to the social and moral implications of their decisions.

## **Monitoring and Review**

Geography subject leaders are responsible for monitoring the standard of the children's work and the quality of teaching in geography. We monitor geography regularly through sampling children's work and teachers planning, through book scrutinises and lesson observations. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, being informed about current developments in the subject, and provides a strategic lead and direction for the subject in the school.

## **Health and Safety**

Teachers and support staff are responsible in ensuring that curriculum activities in this subject area are safe. Therefore it is important that they identify any hazards and assess the risks in the learning environment, whether in school or in the local environment whilst doing fieldwork. Staff members should ensure that children are taught to handle any equipment, tools, resources, and artefacts in the appropriate and safe manner.

This policy is reviewed and adapted regularly to meet the changing needs of the school and in the light of any new initiatives.