

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

'Following in God's way, Learning day by day, Working with one another, Caring for each other'

GEOGRAPHY POLICY

Date of Policy: 2021

Review Date: 2024

1 Aims and Objectives

It is our aim for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and both natural and 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 change over time.

1.1 The intentions of our Geography teaching are that children will:

- Possess a secure understanding of the location of our world's oceans, continents, countries and capital cities.
- Draw on similarities and differences between places in the UK and other non-European countries.
- Further their knowledge of key human and physical geographic features, using fieldwork to observe, measure and record data.
- Locate countries on a range of mapping resources and describe features studied.
- Build on past and present knowledge of the UK using compass points, Ordnance Survey maps and grid references.
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2 Teaching and Learning Styles

- 2.1 To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of class research projects, focusing on knowledge and skills stated in the National Curriculum. At St

Luke's C.E. Primary School, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. When teaching geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement, including opportunities for geography learning both inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. At St Luke's C.E. Primary School, the children have had many opportunities to experience geography on educational visits. The children explore the local area including orienteering within the school grounds. Local museums also provide an opportunity to further geography learning, as well as using map reading skills during residential trips and online map reading resources. Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Children showing extensive aptitude in geography will be placed on our schools gifted and talented register. These children will be selected for appropriate enrichment opportunities throughout the year.

2.2 We recognise differing abilities in geography within each class and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, such as:

- **setting open ended tasks that allow for a range of responses;**
- **various tasks which increase in difficulty, allowing children to work at a suitable pace for their ability;**
- **flexible grouping of children in the classroom, with differing activities for each group;**
- **providing resources of different complexity depending on the ability of the child;**
- **classroom assistant supporting groups or individuals.**

3 Geography Curriculum Planning:

3.1 The geography curriculum at St Luke's C.E. Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. This is cross-curricular and forms part of Research Projects in each year group. Progression is planned to ensure that there are opportunities for all children to build on their current geographical knowledge and skills as they move through each year group.

3.2 A curriculum overview maps the geography topics studied in each year group. The geography co-ordinator works this out together with teaching staff in each year group.

3.3 Our plans follow the 2014 National Curriculum and give details of each unit of work for each term. The plans are reviewed regularly by the geography leader to ensure complete coverage of the National Curriculum in each year group.

3.4 We have planned themes in Research Projects to build on children's prior learning. Within each topic, we ensure that there are opportunities for children of all abilities to develop their skills and knowledge. Children also have opportunities to challenge themselves to deepen their own understanding of unit aspects, by comparing features of current and past topics.

4 Early Years Foundation Stage

4.1 Geography teaching plays a key role in the Early Years Foundation Stage (EYFS), as it enables children to make sense of their physical world and community through exploration of their environment, observations of the people around them and the use of technology. The planning of geography is underpinned by the Early Learning objectives set out in the EYFS framework.

5 Contribution of Geography to teaching in other curriculum areas

5.1 English

Geography actively promotes the skills of reading, writing, speaking and listening throughout school. Children are able to develop their written communication skills through writing non-chronological reports, letters and persuasive texts. The topics that underpin our Research Projects are also delivered and supplemented with vocabulary rich texts, to aid language development.

5.2 Mathematics

Geography significantly contributes to mathematical teaching in various ways. Children develop the skill of reading keys and compasses to explore maps, as well as co-ordinates to read grid references. Children in different years may also gather geographical data and present these in a variety of ways, including tally charts and graphs.

5.3 Computing

We use computing in geography teaching regularly to meet the statutory requirement for children to use digital mapping in Key Stage 2. Opportunities are provided for children to conduct research relating to their topic using the internet, either on Ipads, computers or laptops. The Interactive whiteboards are used, where appropriate, to enhance the teaching of geography, making it interactive for children and accessible to all learning needs. Digimap is an online map and data service that children also use to create their own maps, plan routes with appropriate symbols and attach photographs when exploring the local community.

5.4 Personal, social and health education (PSHE), RSHE and citizenship

Geography plays a key role in the development of a child's personal, social citizenship and health education. Children are given opportunities to explore key global issues, such as climate change, deforestation and FairTrade, before developing and debating their views and opinions with their peers. Children are able to discuss how they could use their knowledge of current global issues to better their own futures and that of others. They discover how other cultures around the world currently live and compare these lifestyles to their own.

5.5 Spiritual, moral, social and cultural development

When teaching geography, we contribute to the children's moral and spiritual development, linking to our Christian Values where appropriate. Children are able to explore questions, linking to areas such as fair and unfair distribution of resources throughout the world. They also learn about the choices of settlements in Early Britain and how our needs have changed over time, linking closely with the history objectives.

6 Geography and Inclusion

6.1 At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

6.2 At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

- 6.3 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – to allow us to take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.4 Intervention through SEND will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography.
- 6.5 We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for Learning

- 7.1 We assess children's work in geography by making informal, formative judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each year, the teacher makes a summary judgement about the work of each pupil, which is reported to parents. We then pass this information on to the next teacher at the end of the year, to allow them to plan and differentiate according to each child's differing needs.

8 Resources

- 8.1 There are sufficient resources for all geography topics in each classroom and around the school. Each classroom contains a set of atlases for children to use to support their map work and geographical understanding. Additionally, all classrooms display a large world map, which teachers are encouraged to refer to in relation to their current Research Project.

9 Monitoring and review

- 9.1 The geography subject leader is responsible for monitoring the quality of the teaching of geography throughout the school, as well as the standards of the children's work. The geography subject leader also supports colleagues in their teaching, by ensuring their own knowledge is up-to-date, through attending training sessions, and reading about current developments in the subject. In line with the school assessment calendar, the Subject Leader and Curriculum Leader will carry out termly book sampling, learning walks and pupil discussions. Findings will be collated and priorities shared with staff. Twice a year the geography subject leader gives the Headteacher a report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.



INVESTOR IN PEOPLE

