

# LANGMOOR PRIMARY SCHOOL



**Geography Policy 2024**

## **The Importance of Geography**

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating, and understanding the world in which we live and how it has evolved. In relation to this, our geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time.

Geography is the subject in which pupils learn the skills of understanding a locality, and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use maps, charts, and other geographical data efficiently. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places significant importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects on their surroundings, their responsibilities and how they can contribute to improving the environment, however small that contribution might be.

We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

### **The Key Aims of Geography at Langmoor:**

- To stimulate children's interest in their surroundings and develop knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.

- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of contexts, using a variety of materials and equipment including other people's experiences and knowledge.
- The development of fieldwork skills across each year group.
- To ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of geographical knowledge.

### **Geography Curriculum Planning**

We use the Kapow Primary Geography scheme which includes the National Curriculum as a basis for our curriculum planning in geography. The national curriculum organises the geography attainment targets under four subheadings or strands: locational knowledge, place knowledge, human and physical knowledge, geographical skills and fieldwork. This has been adapted alongside the Kapow scheme to ensure a clear progression of skills and knowledge within these four strands across each year group. Enabling pupils to develop these skills ensures that attainment targets are securely met by the end of each key stage.

The geographical key concepts (place, space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness and diversity) are woven across all units rather than being taught discretely.

The scheme follows a spiral curriculum approach, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with the belief that this will consolidate children's understanding of key concepts.

Units are planned around a big question, with individual lessons all adding to the children's knowledge so that they are better placed to make sense of their new learning. To use this learning to answer the enquiry question for their year group, children analyse geographical data and sources of information as evidence, interpret information for themselves to develop understanding, and reflect on their geographical learning. To allow sufficient time for learning in Geography, units are blocked for a term, alternating with History. This means that children can develop a deeper understanding of complex vocabulary, themes, and concepts, and develop a broad and in-depth understanding of the geographical knowledge identified for their year group. In some cases, Geography links are then made in other subjects to recap and develop their geographical understanding in other contexts.

Fieldwork is a key aspect of the geography curriculum to allow children to encounter geographical concepts first-hand and connect their classroom learning with the real world. A range of additional sources are used to teach concepts such as atlases, maps (both hard-copy and digital) satellite imagery and aerial photographs. As part of our whole school focus on oracy, children are encouraged to use a range of oracy strategies to discuss, question, debate and consider their knowledge and understanding in geography to support them in

remembering their learning. Activities are designed where the most important knowledge components are relatively few, and the children complete the tasks that help them to secure the important knowledge. Simmering starters are used regularly to recall previously taught knowledge and identify gaps in children's recall. Geographical vocabulary is carefully planned and taught progressively across the school so that children are better able to communicate their knowledge in both written and spoken forms.

### **Foundation Stage**

At Langmoor, we feel it is important that the children are supported to make sense of the world around them through having multiple opportunities to explore their physical world, local community and beyond. These experiences will be a mixture of 'first-hand' and 'imaginary' but will fundamentally be practical in nature and enriching vocabulary. For example: visiting local places of significance, exploring the school grounds in different weathers, seasons, and times of the day, and interacting with visitors such as police officers.

In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. ELG: People, Culture, and Communities:

Children at expected level of development will:

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: the natural world: Children at the expected level of development will: -explore the natural world around them, making observations and drawing pictures of animals and plants, and know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

### **Links with other curriculum areas**

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their geography skills to other areas of learning.

### **Literacy**

Geography contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking, listening and drama. Pupils develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters, and explanation texts and by using writing frames.

### **Mathematics**

Geography teaching contributes to the teaching of mathematics in a variety of ways. Pupils learn to use coordinates and direction through map reading and comparing numbers relating to facts of physical or human geographical features such as river length or population. Pupils learn to interpret information given in a graphical or diagrammatic form.

### **Computing**

We use computing and ICT in geography teaching where appropriate. This could be in the classroom in small groups on one computer with the IWB, in the ICT suite with the whole class using computers or using iPads in the class to support independent research. Digital cameras and iPads are used to record geographical features in the local area or to record children's work.

### **PSHE and citizenship, Spiritual, moral, social, and cultural development**

Our pupils develop self-confidence by having opportunities to explain their views on topics such as environmental sustainability. They discover and learn about the human geography of different areas of the world, including making direct comparisons to our life with that of people in other specific countries which helps to develop tolerance and respect of others.

### **Teaching geography to pupils with SEND**

We recognise the fact that there are children of widely different geographical abilities in all classes, 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 by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty.
- Provide resources of different complexity according to the ability and needs of the child.
- using classroom assistants to support the work of individual children or groups of children.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

When progress falls significantly outside the expected range, the pupil may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different actions to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs. SEND Support Plans, where appropriate, will lead to individual targets for these pupils and class teachers will use these when planning lessons to ensure accessibility to learning for all pupils.

We enable pupils to have access to the full range of activities involved in learning geography. Where pupils are to participate in activities outside the classroom, for example, to visit a place of geographical interest, we carry out a risk assessment for the activity to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

We assess pupil's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments appropriately to support moving learning forward. At the end of the year, this is moderated by the geography subject leader and passed on to the next teacher. Pupils are encouraged to assess their learning and achievement throughout the topic using a knowledge organiser with learning questions.

The geography subject leader keeps samples of the pupil's work in an evidence folder. These demonstrate what the level of achievement in geography is for each age group in the school.

**Resources**

The geography subject leader holds a budget for their subject. Resources are stored centrally, largely in geographical theme boxes. Staff have access to an audit where all resources are listed and are responsible for a correct and orderly return.

Teachers are involved in decisions about how to spend the annual budget and are kept informed of new additions

**Monitoring and review**

Monitoring of the standards of pupil's work is the responsibility of the geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, keeping informed of current developments in the subject and providing a strategic lead and directions for the subject in the school. The geography subject leader gives the head teacher regular feedback which evaluates the strengths and areas for further improvement in the subject.

September 2024 – to be reviewed September 2026.