



# Longford Park School

Believe • Belong • Become

## Geography Policy

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### Our values

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone **becomes** the best they can be.

### **Why study Geography?**

Geography is the study of people, places and environments throughout the world. It develops an understanding of the human and natural world, maps, and a range of investigative and problem-solving skills. Through geographical enquiry children can learn to evaluate the world around them. The study of geography enables children to understand local, national and international issues by studying the socio-economic and geographical aspects of various contrasting localities. It offers children the opportunity to engage in field work activities and to consider how their own actions may have an impact on the environment.

### **Aims and Objectives**

Geography teaching offers opportunities to:

- stimulate pupils' interest in their own surroundings and other localities, both in the United Kingdom and the rest of the world,
- make observations and to form opinions about their immediate environment and other localities,
- understand how physical features such as climate, rivers and mountains, affect the lifestyles of different people throughout the world,
- foster pupils' sense of wonder at the beauty of the world around them,
- develop an understanding of the relationship between people and the environment and how peoples' actions affect the quality of the environment,
- enhance the pupils' sense of responsibility with regard to caring for the Earth.
- develop an awareness and appreciation of cultural and economic diversity,
- acquire and develop skills necessary for making geographical enquiries.

### **Teaching and Learning in Geography**

Our geography curriculum is bespoke to Longford Park School and is designed to be relevant, relatable and meaningful to our pupils. We have six golden threads which run through our curriculum. These are

- settlement and civilisation
- Mountains, Rivers and Coasts
- Travel and Transport
- Topography
- Climate Change and Sustainability
- Culture Migration and Diversity

We follow a two-year rolling curriculum to avoid repetition for children in mixed age group classes. Where possible, our History Topics are linked with our Geography Topics.

The Long-Term Plan for Geography at Longford Park School is based upon the National Curriculum. It is topic-based and each topic will have clearly identified sub-headings: Topic, Substantive Threads, Disciplinary Threads, Curriculum Coverage, Questions, Vocabulary, Links/Cultural capital/Significance to LSP children, Trips/Books/ Resources.

The teaching and learning of Geography in our school should be both stimulating and motivating. It should involve encouraging children to ask questions, to identify similarities and differences to their local geography and to grow their interest in the wider world around them.

Pupils should experience as wide a range of teaching and learning methods as possible, including practical activities and direct experience through geographical visits and fieldtrips. Links should be made with other areas of the curriculum and culture capital considered (where possible). Teachers will link learning to previous skills learnt and build on current skills. The long-term plan indicates a clear progression of skills across the school. This gives direction to teachers about how to approach each topic as well as knowledge of what the pupils have already learnt and what they will be learning next.

### **Curriculum Intention:**

- At Longford Park the curriculum is designed to recognise and build upon children's existing knowledge.
- Within Geography, we aim to inspire the pupil's curiosity and fascination about the wider world around them
- Our bespoke curriculum offers pupils the opportunity to learn about diverse places, people, resources, natural and human environments, and the Earth's key physical and human processes, the formation and use of landscapes and environments.
- Evidence will be recorded in pupils' individual workbooks to demonstrate the learning of three geography-based topics (one per term), with weekly lessons evidenced.
- All lessons will have a geographical attainment target as the focus, making cross-curricular links where necessary to enhance the outcome.
- Pupils will evidence their previous learning at the start of the topic through drawing pictures and labelling.
- The evidence recorded will be purposeful and demonstrate learning over time as well as a progression of skills.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- Evidence will show a variety of geographical skills being used to collect, analyse and collect a range of data gathered through experiences of fieldwork, maps, diagrams, globes, aerial photographs, geographical

information systems, numeral and quantitative skills and writing at length (teachers must make fair access for pupil's working below age-related ability in writing and other areas that may hamper the child's demonstration of Geography skills).

- Lessons will offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.
- Geography will be assessed and monitored to keep a record of skills and progression over time.
- There will be little use of worksheets with a more personalised approach and creativity used to create the pupil's workbooks, which is pupil driven.

### **How will we implement our Geography curriculum?**

- All children are given a Knowledge Organiser at the start of each new topic. This gives them key vocabulary as well as questions they will be answering. This supports children to talk about their learning and make links with previous learning.
- Geography books reflect the ability range within the class. Inclusion and pupil voice are paramount.
- Resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.
- Books evidence a minimum of one lesson per week.
- Ongoing monitoring and assessment will help teachers to make decisions about next steps for pupils.
- Questions will always be encouraged. Opportunities will be given for pupils to find their own answers using a range of sources.
- Following the marking policy, the level of support given will be clearly indicated.
- Each term, teachers will pass on their whole class set of books for scrutiny by the Geography subject lead.
- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books.
- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher, but this will be adapted to consider the needs and views of the pupils.
- Pupils who are ready to learn will be focused, engaged and enthusiastic.

- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- All photographs will be accompanied by a written explanation by pupils. This will be completed independently by more able pupils. Less able pupils will have their thoughts scribed by an adult and the pupil will then copy this into their book dependent on Key Stage and writing ability of the pupil.
- Unless working in a group to complete an activity, only photographs of the pupil should be recorded in that child's workbook.
- Children's workbooks will demonstrate uniqueness and creativity to achieve the lesson objective. There will be limited use of worksheets.

### **Impact**

Each lesson is based around a question. Geography lessons aim to be fun and interactive using a variety of resources. We teach the children Geographical Skills and empower them to investigate questions about their local national and global environments and to share their thoughts and ideas. The children are responsible for recording their work in their books.

Teachers track the skills demonstrated by each individual pupil on a termly basis to assess the progress made against the National Curriculum Objectives.

Children are encouraged to talk about prior learning and make links with existing knowledge.

### **By the end of KS1 Pupils should be taught to:**

#### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

- 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 features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- 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 key stage

- 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
- use 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
- 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

**By the end of KS2 Pupils should be taught to:**

### **Locational knowledge**

- 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
- 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
- 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**

- 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**

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

### **Geography**

- 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.

Resources provided for lessons should include I.C.T., photographs, aerial photographs, posters, books, videos, maps and people.

As our pupils' understanding is best developed through direct experience, practical activities and trips including travel should form a part of the teaching activities; as much possible.

### **Inclusion**

All children should have access to Geography, therefore work and activities will be differentiated accordingly to ensure that children of all abilities participate to their full potential. Consideration will be given to language and resources used. When planning visits, physical abilities will be considered.

Where applicable, children will be given the opportunity to carry out their own enquiries independently or in a group of equally talented pupils. They should also be encouraged to evaluate their own work.

### **Assessment**

Learning outcomes in each unit show how children can demonstrate what they have learned. Pupils' work should serve as a record of their achievements. The workbook evidence will demonstrate broad descriptions of achievement within each year. These should help teachers identify the progress of each pupil. Monitoring of skills assessments should be made about the progress of each pupil at the end of each term, and should be used to inform the next teacher and parents of the pupil's progress. Through the school's involvement in the TTSA subject leaders' network, the subject leader will engage with cross-school discussions and moderation opportunities to ensure effective assessment in this area.

### **Equal Opportunities**

Geography can develop children's understanding of equal opportunities by developing their knowledge of local, national and international communities. At Longford Park School we believe that Geography should reflect the lives of all members of society. In so doing, we provide children with a broad view of human geography in which they can draw interpretations and conclusions. This promotes tolerance and understanding of different cultures and societies.