



Preesall Fleetwood's Charity CE School

Geography Policy

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

Geography Policy

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Intent

At Fleetwood's Charity, it is our intention for our Geography 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. Pupils should be equipped with a knowledge about diverse places, people and resources, as well as natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly, children will remember and understand more. Lessons are exciting, practical where possible, and valued as a way of understanding the world and our place in it.

Geography is an important link between the natural and social sciences. It is a focus for understanding and resolving issues about the environment, and sustainable development. As pupils study geography, they encounter different societies and cultures. It allows them to seek knowledge and understanding of the world in which they live, explore the lives of others and appreciate the awe and wonder of God's creation.

Our placement on a hill with sweeping vista from Morecambe Bay to the Trough of Bowland including views of the Lake District provide an interesting and ever changing perspective on the outside world. We endeavour to use our outside facilities as often as possible and link in to our Geography curriculum.

Implementation

National Curriculum 2014

The National Curriculum for Geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help Reception children make sense of their world as an integral part of the school's work. As the Reception Class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

Key Stage 1

In KS1, pupils should be taught about:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four 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 (e.g. 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 the school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

In KS2 pupils should be taught about:

Location 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
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in Geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities both inside and outside of the classroom. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. They are given creative opportunities to practice, consolidate and extend skills. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT. Field trips will be incorporated where they enhance and deepen learning.

Geography planning

Our school follows the 'Lancashire' plans, which link to other foundation subjects to ensure that Geography skills can be taught in a meaningful way. This curriculum is cross-referenced to the programs of study of the National Curriculum and provides comprehensive skills development. In order to meet statutory requirements, our mixed classes are on a 2-year cycle, with an 'overlap' year occurring in the Year 4/5 class. During this time, the assessment allows the class teacher to plan for skills that may need more coverage or practise. This is encouraged through a creative topic process. Geography is planned through creative and purposeful learning opportunities within the class learning 'experience'.

Differentiation

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Cross-curricular links

English - Geography supports the teaching of English in our school by encouraging children to discuss and describe what they have done. Children are also encouraged to reflect on their findings and reports.

Maths – Geography supports teaching of Maths, as the children learn to count and measure as part of many geographical activities, including map work.

Computing - Information and communication technology enhances the teaching of Geography, where appropriate, in all key stages. Teachers are able to use ICT to show videos and use interactive programmes to enhance children's understanding of physical and human geography in different parts of the world. Programmes such as Google Earth and DigiMaps enable children to make the link between a map and a 'real-life' image of a place, whilst the use of programmes such as PowerPoint, Word and Purple Mash enable children to develop their computing skills through their research and in presenting work.

PSHE - Geography contributes to the teaching of personal, social and health education. Children learn about different cultures and values of peoples throughout the world.

Music – The different musical styles of people throughout the world can be explored within a Geography topic.

Spiritual, Moral, Social and Cultural Development -

Geography contributes to children's SMSC development through:

- Opportunities to reflect on the awe and wonder of God's amazing world;
- Opportunities for reflection on the creation, earth's origins, future and diversity are given;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.

The Environment

Geography at Fleetwood's Charity contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can be in looking after it.

Impact

Teacher assessment takes place at the end of each unit of work, with a notation against the child's name of emerging, expected, or exceeding. Coverage is noted by highlighting the relevant KLiPS document for the year

. Regular assessment is carried out using:

- observations of pupils as they work
- discussions with pupils as they work
- oral questioning to encourage discussion;

- self-evaluation of written work, map/field study work etc.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils at work and a level at which the pupil is currently working.

The role of the Subject Leader

The Geography subject leader is Mrs Potter.

The Subject Leader is responsible for improving standards of teaching and learning in Geography through:

- Monitoring and evaluating Geography
- Provision of high quality Geography through school
- Maintaining the availability of high quality resources
- Maintaining an overview of current trends and developments within the subject
- Identifying professional development needs of staff and planning CPD

The Subject Leader will meet with the link Governor twice a year and report to the Curriculum and Standards sub-committee as required.

Date of policy: 12/6/20

Date of review: 12/6/23