



Geography Policy

Policy Details:

Reviewed: June 2022

Next review: June 2024

Policy history:

Date	Notes	Subject lead
08.06.22	Policy Created	Sam Lawrie

This policy was reviewed at the Local Advisory Board Meeting in Term 1, 2022 to 2023.



GEOGRAPHY POLICY

Our Aim:

Throughout pupils geography education at Church Lane, we hope that our children will develop and build a sound and secure knowledge and understanding of locations and places around the world, the people that inhabit our world, the resources available and the natural and human environments that surround us. We are committed to providing our children with opportunities to investigate and make enquiries about their local area, their country and the world that they live in, and so allowing pupils to develop a real sense of who they are, their heritage and what makes where we live special and unique. Through this, we hope that our pupils will become conscious adults, fully aware of their potential to make a positive impact on the world.

Principles of teaching Geography:

To ensure high standards in the teaching and learning of geography, we implement a curriculum that is progressive throughout the whole school, focusing on knowledge and skills stated in the National Curriculum. The geography Curriculum overview can be found [here](#).

Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities.

Throughout their time at WCLA children will:

- develop and build on their knowledge and understanding of locations and places
- investigate a range of places, both in the UK and abroad
- investigate and make enquiries about their local area of Wistaston, and Cheshire
- develop a real sense of who they are, their heritage and what makes where we live unique and special
- have access to high quality resources that will inform their learning
- listen to and interact with stories that reflect different places and cultures
- participate in activities where they will need to use their geographical knowledge and understanding to make inferences about place, space and scale
- be shown, or use independently, resources from the internet and videos
- be able to use non-fiction books for research
- be given opportunities to ask and answer geographical questions

Teaching Sequence:

Geography is taught for at least 3 half terms a year by the class teacher or HLTA. Geography sessions are 1 to 2 hours in length. The teaching sequence is as follows:



- A carefully planned warm up task that is set at the beginning of each unit of work. This task will identify the children’s current knowledge and provide a baseline for end of unit assessment.
- A vocabulary session to introduce topic specific words. (New vocabulary can be added throughout the unit of work)
- A sequence of lessons, which plans for progression and deeper understanding of the geographical knowledge and skills covered.
- Opportunities for children to work practically as a means to illustrate geographical knowledge.
- A hot task (this will be similar to if not the same as the warm up task) is used to highlight progression of skills at the end of a taught unit.

Geography work is recorded in Geography books and there is an expectation that all work has an ‘Aim’ statement which links specifically to the skills or knowledge being delivered.

Geography sessions taught focus on one of the following concepts:

	Place	Space	Scale
KS1	Discuss and record what is in places and what happens there. Begin to identify the way places change and develop, their character and what they are like.	Understand and record where features and places are located. Begin to identify how land is distributed and the effects this has on the area being studied.	Discuss and record the relationship in size between our school, our local area, our country and other countries in Europe. Begin to identify patterns and connections in relation to human and physical features.
Lower KS2	Discuss and record what is in places and what happens there. Be able to identify the way places change and develop, their character and what they are like. Begin to discuss how places have stayed the same and how they have evolved.	Understand and record where features and places are located. Identify how land is distributed and the effects this has on the area being studied. Begin to describe the formal layout of the natural and the human environment and their fluidity and change. Begin to recognise the processes affecting the natural and human environment.	Discuss and record the relationship in size between our country and other countries in Europe. Identify patterns and connections in relation to human and physical features and the effects this has on inhabitants.
Upper KS2	Discuss and record what is in places and what happens there. Identify the way places change and develop, their character and what they are like. Be able to discuss how places have stayed the same and how they have evolved and begin to form opinions based on findings.	Understand and record where features and places are located. Identify how land is distributed and the effects this has on the area being studied. Be able to describe the formal layout of the natural and the human environment and their fluidity and change. Be able to recognise and record the processes affecting the natural and human environment.	Discuss and record the relationship in size between our country and other countries in Europe. Identify patterns and connections in relation to human and physical features and the effects this has on inhabitants. Begin to understand how scale supports environmental and place processes and make predictions based on this.

It is expected that by the end of each Key Stage, children will be able to illustrate and talk about the concepts as detailed in the above grid.

Geography in Early Years:

Geography is taught through the Early Learning Goals for ‘Understanding the World’ taken from the EYFS Framework. We aim to link the 4 geographical skills; locational knowledge, place knowledge, human and physical geography and Geographical skills and Fieldwork with the ELG’s. This allows a smooth transition from EYFS into Key Stage 1, ensuring the children have a solid start to their geography learning journey. Alongside the skills, the EYFS



overview is also linked to the 3 main geography concepts again to allow learning to flourish from the very beginning. At Church Lane, we place children's home and school environments at the centre of our enquiry based units in order to make learning and experiences more real. Assessments of the children are done through observations and practitioner knowledge of the children. This information may be recorded on tapestry.

Geography for all:

To make geography lessons inclusive, teachers anticipate what barriers children may have when taking part in geography sessions. When planning, we consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEND will be able to take part in the same way as their peers. In others, some modifications or adjustments will be made to include everyone. At times, some activities will be adapted so that children can work towards the same lesson aims as their peers, but in a different way.