Ladygrove Primary School and Nursery

Geography Policy

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Due for review July 2027

Ladygrove Primary School

Geography Policy

Introduction

This policy outlines the teaching, organisation and management of Geography taught at Ladygrove Primary School. The school's policy for geography is based on the National Curriculum for Key Stages 1 and 2 and has been drawn up to reflect the whole school approach to geography. The implementation of this policy is the responsibility of teaching staff.

Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to enable children to understand where they are in comparison to the rest of the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning styles

Geography is taught through our topics, each year group has at least two topics where geography is the 'driver' subject. However, geography is also taught in a cross-curricular way wherever possible throughout the year. As a school we also take part in the National Geographic Fieldwork Festival each year to incorporate additional fieldwork lessons into our curriculum. Within lessons, we use a variety of teaching and learning styles and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, globes, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions. In EYFS and KS1 the children investigate the school grounds and the immediate local area. In KS2, each year group studies their local area by going slightly further afield within Telford. This includes entitlement and enrichment trips where children will explore areas including Ironbridge and The Heritage Trail.

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, some children not completing all tasks;
- providing resources of different complexity according to the ability of the child;
- having resources available for children to use such as widgit symbols, word mats, virtual reality tours, photographs, assistive technology, adaptive technology, atlases;
- using classroom assistants to support the work of individual children or groups of children.

Geography curriculum planning

The National Curriculum is the basis for all our planning and long-term plans are used to ensure that there is full coverage of the geography curriculum across school. The National Curriculum was used to plan our Progression of Knowledge and Skills Document for Geography which teachers use to plan their lessons for each topic. We have adapted the National Curriculum resources to the local circumstances of our school, and we make use of the local environment. Our curriculum planning is in two phases (long-term and medium-term). Our long-term plan maps the geography topics studied in each half term within each year group. In some cases, we combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently. Our medium-term plans follow the National Curriculum and give details of each unit of work for each term. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Early Years Foundation Stage

In the Early Years Foundation Stage, Geography provides us with an opportunity to see how each child interacts with their environment and how the environment influences them. The early learning goals of the EYFS aim to guide each child into making sense of their physical world and their community through providing children with opportunities to explore, observe and find out about people, places, technology, and the environment. At Ladygrove, we do this through Enquiry Based Learning which is directed by discussions and the interests of the children.
The reformed Early Years Framework implemented in September 2021 sets out that Geography will be taught through the specific area of Understanding the World.

Key Stage One

In Years 1 and 2, we begin to follow the National Curriculum for Geography. Ladygrove children begin to develop a geographical vocabulary by learning about where they live, leading onto recognising that Telford is in England which is one of the four countries in the United Kingdom. They then make comparisons of the United Kingdom and a small area in a contrasting non-European country. They delve deeper to identify the World's 7 continents and 5 oceans. They learn about weather patterns in the United Kingdom and hot and cold areas of the world. They use ICT, world maps, atlases and globes, simple compass directions, aerial photographs, and plans, as well as carry out their own research using simple fieldwork and observational skills.

Key Stage Two

In Years 3 to 6, children continue to build on the knowledge they have gained in the EYFS and KS1. They develop their identity as a geographer through planned lessons underpinned by the four key skills from the National Curriculum.

Locational knowledge examines latitude, longitude, and time zones. Ladygrove children will use maps to focus on Europe, North and South America, concentrating on regions, key physical/human characteristics, countries, and major cities. They will also work on locating the counties and cities of the United Kingdom and start to explore their human and physical characteristics.
Children also examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. This is part of the **place knowledge** aspect of the curriculum.
For **human and physical geography**, our children are taught to describe and understand key aspects of geography including climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity, and the distribution of natural resources.
At Ladygrove, the children will be fully resourced within their learning to ensure they develop as keen geographers with the use of maps, atlases, globes, ICT, compasses and the use of fieldwork to observe, measure, record and present the human and physical features in our local area, encompassing the **geographical skills and fieldwork** strand of the National Curriculum**.**

The contribution of geography to other subjects
Geography contributes to many subjects within the primary curriculum by providing the children with opportunities to:
English

- use the skills of reading, writing, speaking and listening. Some of the texts that we use in literacy are geographical in nature.
- discuss environmental issues
- present their findings to the rest of the class

Mathematics

- how to represent objects with maps.
- study space, scale and distance and they learn how to use figure grid references.
- use graphs to explore, analyse and illustrate a variety of data.

Information and communication technology (ICT)

- use their skills in data handling and in presenting written work
- research information using the Internet
- use the digital camera to record and use photographic images

Personal, Social and Health Education (PSHE) and Citizenship

- study the way people recycle material and how environments are changed for the better or for worse.
- take part in debates and discussions.
- the Eco Committee promotes sustainability and explores environmental issues within the school and the local community.

Mental Health and wellbeing

- discuss where we live in comparison to other people in the world.
- compare our way of life to those of others.
- discuss key events in the news to reflect on how life is different around the world.
- explore the benefits of being outside in nature.
- opportunities to discuss their own feelings about the people, culture, place and environments that they are learning about.

Spiritual, moral, social and cultural development

- to discuss moral questions, or what is right and wrong.
- to work on the changing landscape and environmental issues leading children to ask questions about the evolution of the planet.
- to reflect on the impact of mankind on our world.
- to teach about contrasting localities, to enable the children to learn about inequality and injustice in the world.
- to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others.
- to contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

Special Educational Needs

At Ladygrove Primary 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 match the needs of children with SEND and we take into account the targets set for individual children in their Provision Maps.

Inclusion

We aim to promote opportunity and equality for every child and ALL children have equal access to a Geography curriculum. We want to protect our children and families from any form of discrimination linked with the Protected characteristics. https://www.gov.uk/discrimination-your-rights

Assessment and recording

We assess children's work in geography by making informal judgements as we observe them during each geography lesson. Pupils also complete a range of assessment for learning tasks throughout each topic where they have the opportunity to share what they have learned. This is through tasks including marvellous memories, concept cartoons, PMIs, word map and say it better tasks. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the expectations stated in the progression documents. Teachers' judgements are supported by mind map tasks that are used to assess understanding at the beginning, during each lesson and are referred to at the end of each topic. This allows teachers to see what children have learned and remembered throughout each unit of work. We use this to inform future planning, and we pass this information on to the next teacher at the end of the year. Feedback is given to the children as soon as possible. The marking of work will be guided by the school's Marking Policy. Parents are given feedback at termly parents consultations and within the child's end of year report.

Resources
We constantly review that there are sufficient resources for all geography teaching units in the school. We keep these resources in a central store. The library contains a good supply of topic books to support children's individual research. Each year group also have a class set of atlases for them to use when necessary. We also have a range of compasses, clipboards, flags as well as local area resources that classes can use when needed. Each class also has their own map of the UK, world and globe that remain in their classrooms to refer to when necessary.
Visits are planned to enhance learning, develop cultural capital and provide practical experiences. People with an interest, or expertise, in a particular topic or area of geography could also be invited into school to work with the children.

Fieldwork
Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. At Key Stage 1 we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site. At Key Stage 2 they do a study of the local area. All children also take part in National Fieldwork Festival each year which is set out by the Geographical Association.

Monitoring and review
Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of teachers and is overseen by the geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Monitoring takes place regularly through pupil voice sessions, sampling children's work and book monitoring.

Policy- Document Status			
Date of Policy Creation	**May 2022 – reviewed every year annually**	**Named Responsibility**	Beth Harris
Date of review completion	**May 2026**	**Named Responsibility**	Pupils, Staff, Parents and Governors
Inception of new Policy	**July 2027**	**Named Responsibility**	Joanne Weichlbauer
Date of Policy Adoption by Governing Body		July 2027	