



At Little Eaton Primary School, we believe that Geography helps to provoke and answer questions about the natural and human world, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development.

Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills.

Intentions:

- To inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.
- To promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with an understanding of Earth's key physical and human processes.
- To learn through experience, particularly through practical and fieldwork activities.
- To learn about the local area, and they compare their life in Little Eaton with that in other regions in the United Kingdom and in the rest of the world
- To recognise their actions can influence the local environment and wider world.

Implementation:

Teaching and planning of Geography

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

Through their work in geography at Little Eaton, 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. As children progress, they deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Early Years Foundation Stage

Early Years explore geographical themes and content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

Key Stage 1

During KS1, children will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. The specific geographical locations selected will be decided on to link to other areas of the curriculum, to allow for cross-curricular work and development.

In addition, they will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop geographical skills and fieldwork skills through these areas of study, where they learn to use world maps, atlases and globes, simple compass directions, aerial photographs; plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

Key Stage 2

During KS2 children extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

As in KS1, the specific geographical locations selected for these comparisons will be decided on to link to other areas of the curriculum to allow for cross-curricular work and development. Children will continue to develop geographical skills and fieldwork skills, through these areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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

At Little Eaton Primary School there is a wide range of resources to support the teaching and learning of Geography both inside and outside the school. The library contains a good supply of geography topic books to support children's individual research; children can also use ICT resources and software to support their learning and investigations.

Teachers are encouraged to make use of the resources outside the school through visits and fieldwork studies.

Inclusion

At Little Eaton Primary School all children have access to Geography lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Impact:

Monitoring, Record Keeping and Assessment.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical skills are taught and the assessment of the acquisition these skills are assessed by:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Setting appropriate tasks and work that teachers assess and use to inform future planning as well as to make informal and formal judgements.
- Use of effective marking, to engage children with their learning and to provide opportunities for self-assessment.
- Once a unit of work is completed, a summary judgement is made each pupil in relation to the National Curriculum. This information is used to plan future work.

Subject leader role

The Geography subject lead is responsible for raising the standards of teaching and learning in Geography. This will include:

- Overseeing the design and delivery of the Geography curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.

- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Mrs. L. Williams (Geography Subject Leader).

Confirmation that the policy for Geography, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Governors: Date:

Headteacher: Date:

Next Review date:.....