



Confidence. Persistence. Getting Along. Organisation. Resilience.

Geography Policy

School Vision

Edisford Primary School seeks to broaden children's experiences, ensuring that they build personal characteristics alongside strong academic progress. We do this through a first-hand learning approach wherever possible, so that children learn key characteristics for success, as well as teaching core skills and knowledge associated with each subject.

Geography Intent

Our Geography lessons at Edisford aim to teach children a fascination and curiosity about the world. Within our long-term plan, children learn about many diverse places in the world, looking at countries, towns and cities in depth. They learn about the physical and human aspects of geography, whilst also gaining an insight into the impact of humans on the world. They draw similarities and differences between places and areas, explaining how physical and human aspects are interconnected and change over time.

Key to our teaching are the five main aspects of Geography:

1. Locational Knowledge

We want children to be able to locate places using mapping skills, know key facts about where they live or the place they are studying and key information about continents and countries, climate zones and lines of significance. Children will build over time their knowledge of the immediate world around them, such as the street, town, county, country and continent.

2. Place Knowledge

We want children to be able to describe places using geographical vocabulary. They will learn to remember different types of land and its uses, whilst also being able to name capital cities, rivers, surrounding seas. They will also learn to describe compare places,

describing their similarities and differences. They will identify different biomes, climates and ecosystems to describe the places they are studying.

3. Human Geography

Children will learn to identify landmarks made by humans, discuss the impact of humans on the environment, have an awareness of climate change and use geographical vocabulary to describe human features (shop, town, port, harbour, conurbation, detached, semi-detached). Children will learn to compare and contrast different towns or cities with Clitheroe, explore trade links, estimate the economic impact of tourism, time zones and learn about the distribution of food, water and other resources. They will be able locate the Earth's natural resources, describe types of settlement and population growth and learn about the effects of seasonal changes on the economy.

4. Physical Features

Children will be able to identify different physical features of the planet, biomes, vegetation belts, describe the water cycle, river systems, identify the impact of extreme events and weather patterns such as rainfall. They will be able to use physical geographical vocabulary (mountain, river, cliff, corrie, tarn, groyne, vegetation, biome), describe the physical features of different biomes, know where the tropical, temperate, polar regions of the world are located, describe the seasons relating to the Earth's tilt and identify physical wonders of the world.

5. Geographical Fieldwork (including Mapping Skills)

Children will undertake practical fieldwork both inside and outside the classroom using first-hand experiences and measuring equipment. They will measure rainfall, compare population, draw and interpret maps, examine digital maps with different layers, use ordnance survey maps and atlases. They will learn to use compass points, co-ordinates, aerial photographs, map symbols and keys. They will gather data such as traffic surveys, different types of shops, prevalence of litter, revenue for tourist spots. They will analyse this using pie charts, bar charts, tables, interpreting data and showing impact.

Throughout our medium-term plans, we teach sequential units of work, adapting where needed for each different cohort and to allow for live reshaping where necessary. This allows for a pertinent curriculum that suits the needs of every child.

Teaching Methods

We aim to stimulate children's interest of their surroundings; to encourage a sense of responsibility for the care of the Earth, an understanding of people different to themselves and to develop enquiring minds through both indoor and outdoor classroom and field activities.

First-hand Experience

We foster a love of learning about the world through first-hand experience. This gives children:

- Memories: More memorable learning because it is interactive – making lessons as practical as possible e.g. water table to show river erosion
- New Vocabulary: Learn new scientific and technical words to describe the world and the processes around them e.g. groynes, erosion, glacier, biomes
- Practical Geographical Fieldwork Skills: Putting theory into practice e.g. different services in Clitheroe, traffic surveys, river speed

This expresses our core ethos of 'fun, charisma and memories'.

EYFS

Children are taught geographical skills and knowledge through a main theme. They cover geography every half term. This equates to around six geography activities.

In Reception, children cover Geography through their Areas of Learning, especially Understanding of the World including: Past and Present, People, Culture and Communities and the Natural World. There is an overall theme where discrete Geography activities are taught and geographical skills and knowledge is learnt e.g. Within the theme 'Me, me, me!', children learn their address and type of house.

Practitioners use the Royal Geographical Association to support their planning. They aim for children to play and explore, think create and think critically and engage in active learning. This allows them to make links and problem solve.

Key Stage One

In Year 1 and 2, learning in Geography is blocked, so children study each unit through one week in sequential lessons. This equates to six lessons per half term for each unit. This is because younger children can build up a better body of knowledge through the week which they are more likely to remember.

Local Study

In Year 1 and 2, children study their local environs, starting with the town of Clitheroe, its features, what makes it a town, the county it resides in and then the four countries and their capitals. This is because young children learn best when they can relate to the world around them. The more abstract aspects of Geography, such as map work and the location of countries is taught last. This is built upon in Year 2, by studying the immediate area around the school, including our school grounds and Low Moor. This provides the opportunity to undertake more detailed fieldwork such as maps of the area and human and physical features.

Human Impact and Physical Changes

Children in Key Stage 1 are introduced again to the terms physical and human geography and begin to sort the different features according to whether they are man-made or natural. They do this when they explore the four countries of the UK in Year 1 and in a study of Australia, looking at the seasons and climate. They build on this in a study of landmarks in London in Year 2 and in noting the human and physical features around our school. This lays the foundations for a more detailed study of human or physical features in Key Stage 2.

Contrasting Places

In Year 1, children study another non-European country and compare it to the United Kingdom. Australia offers children an opportunity to compare seasons, day and night and note similarities and differences with the UK. It is different enough to allow for this comparison. This is built upon in Year 2 by studying a city in detail. They compare London as a city to towns and villages, locate it on a map and note special landmarks. In Year 2, they also learn the seven continents and five oceans and look at the UK in more detail. They use directional language and use simple compass points.

The Key Stage 1 curriculum is designed to teach children sequentially over time about the key facts about the world around them. They also learn some key geography skills to prepare them for Key Stage Two.

Teachers use a mixture of resources in their planning, including Plan Bee, the National Geographical Association, digital mapping and Google Earth, the National Geographical Society and more.

Key Stage 2

In Years 3 to 6, children study Geography once a week, which equates to six lessons in that unit. Some year groups have two Geography units and three History, whilst others have three Geography units and two History.

Local Study

Throughout Key Stage 2, children build on the skills and knowledge acquired in Key Stage 1. In Year 3, children study Clitheroe in more depth, comparing photos over time to see how land use has changed, using Ordnance survey maps, studying the economy of Clitheroe through the types of shops and services, identifying key human and physical features and comparing Clitheroe to a similar sized town in the South of England. They should also be able to recall key facts, such as the four countries in the UK and the surrounding seas.

This local geographical study is built upon further in Year 6, when children study types of settlement, population of Clitheroe, studying ward maps, land use surveys, new housing and housing types and an in-depth river study of the Ribble, linking this with broader rivers knowledge and understanding.

Human Impact and Physical Changes

In addition to a more in-depth study of the locality, children in Key Stage 2 explore the impact of humans on the Earth. In Year 4, they look at the impact of climate change, the distribution of natural resources including energy and the availability of resources such as water and food. In Year 4, they also look at deforestation of the rainforest and global effects. They build on this in Year 5, by studying the effects of climate change on

extreme weather, and also look at physical processes such as volcanoes and earthquakes. They study the effect of melting glaciers and the North pole on the rest of the world.

Contrasting Places

Finally, children in Key Stage 2 investigate places which contrast the physical and human features of the UK. In Year 3, they examine other European countries through Scandinavia. In Year 4, children learn about Brazil and the continent of North America, looking at some of the countries in depth. They identify key human and physical features of the world in Year 5 and in Year 6 children study Spain and Catalonia. This range aims to give children a broader understanding of different countries and cultures to compare with the UK.

Inclusion

At Edisford, all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Differentiation

- Children with SEND are identified on the SEND register. They are children who make slow progress despite high quality teaching and intervention. They do not miss the same lesson each week when they undertake focused learning through interventions. Work and learning is differentiated for them in the classroom so that they can access the learning and make good progress.
- Equally, children of lower ability, who are at risk of falling behind, still have access to a full and broad curriculum. They also undertake focused work with teaching assistants, but do not miss the same lesson each time. Work and learning is differentiated for them to access the same outcomes.
- Higher ability children are given more challenging work when they have reached an expected standard. This may be in the form of a challenging question to answer or expressing data in a more challenging way.

Subject Monitoring

Geography is monitored three times a year in three different ways. This enables the subject leader to understand how effectively Geography is taught and learnt.

Autumn term: Learning walk to ascertain coverage and depth

Spring term: Work scrutiny and observations

Summer term: Pupil interviews

These are performed by the subject leader. This is fed back in SLT and staff meetings in a model of continuous improvement.

Assessment

Geography is assessed at two points in the year:

- Mid-point (End of Spring first half term)
- End-point (End of the Summer second half term)

Teachers use statements for an expected standard at each assessment point in the year. Teachers assess each unit taught at the mid-point and use this to inform the end-point assessment.

Cross-curricular

Children use a range of skills and the expectation is that this compares with a similar English, Maths and Science ability.

Maths skills might be:

- Pie charts (calculating percentages etc.)
- Bar charts (to compare amounts e.g rainfall etc.)
- Line graphs (for temperature etc.)

English skills might be:

- Tourism guides
- Non-chronological reports
- Captions
- Letters

Science skills might be:

- *Measuring with accuracy e.g. rainfall, traffic*
- *Analysing data e.g. population growth graphs*
- *Making observations e.g. different types of shops and services*

Spiritual, Moral and Cultural Development

The study of Geography offers children the opportunity to think about their impact on the world. They work together in pairs and study a range of cultures and people that are different from themselves. They gain a better understanding of the diversity in the world and this promotes the British values of tolerance and acceptance.

Continuous Professional Development

Training is given by the subject leader and the SLT through discussions and coaching in staff meetings. Teachers scrutinise their own books during assessments and moderate with other teachers. SLT learning walks, subject leader observations and work scrutinies hone the teaching of Geography.

This policy was reviewed and renewed in November 2022.