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**Lidget Green Primary School**

**Geography Policy**

At Lidget Green Primary School, we are committed to providing all children with learning opportunities to engage in Geography. This policy sets out a framework within which staff can work, and give guidance on planning, teaching and assessment.

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live in and how it has evolved over time. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Our geography curriculum encourages children to learn through experience and particularly through practical and fieldwork activities to develop the four strands of learning:

* Locational knowledge
* Place knowledge
* Human and physical geography
* Geographical skills and fieldwork

**Intent**

This policy is the formal statement of intent for teaching children to learn about the world around them. When Geography is taught as we have planned, with consistent skills and knowledge teaching, it will allow our pupils to understand that geography is about what is happening around them, from the local to the global. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Lidget Green and also to their further education and beyond.

The objectives for teaching geography in our school are:

* To enable children to gain knowledge and understanding of places in 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 an active 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 make sense of their own surroundings by learning about their own locality and the interaction between people and the environment.
* To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
* To be able to apply map reading skills to globes and atlas maps and identify geographical features.
* To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
* To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people’s experiences and knowledge.

**Implementation**

Programs of study will be followed in accordance to the Programs of Study for KS1 and KS2 in the National Curriculum and with reference to the strands outlined. We also are supported by a progression map outlining the strands in each year group. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

**Early Years**

Within the Early Years Foundation Stage, geography is part of Understanding the World. The children are encouraged to observe, to investigate similarities and differences in their home and the local environment, and to talk about what they have found out, which fosters the skills essential to developing geographical understanding.

**Key Stage 1**

During Key Stage 1, pupils investigate their local area, starting from the school, and compare a small area of the United Kingdom with a small area in a contrasting non-European country (London and Islamabad), finding out about the environment and the people who live in these areas. They also begin to learn about the wider world, through themed work, places they find in books and everyday life, and an ongoing focus on the weather. They make simple maps of familiar places and learn the four points of the compass. They carry out geographical enquiries by asking about people, places and environments, and use geographical skills and resources, such as maps and photographs.

**Key Stage 2**

In Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

**Planning**

We use a variety of teaching and learning strategies in our geography lessons. We combine whole-class teaching methods 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, statistics, graphs, pictures, and aerial photographs, and encourage them to use ICT in geography lessons to virtually ‘visit’ places across the world and to investigate the human and physical geography of those places. Children may take part in role-play and discussions, and present reports to the rest of the class. They engage in a wide variety of problem-solving activities. When we can, we involve the children in ‘real’ geographical activities, for example researching a local environmental problem, or using the Internet to investigate a news item or current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes, and we aim to 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 tasks which are open-ended and can have a variety of responses
* Setting tasks of increasing difficulty, with increased levels of scaffolding as needed.
* Setting group tasks where all children are expected to contribute at their own level
* Providing resources of different complexity, according to the ability of the child
* Using Teaching Assistants to support the work of individual children or groups of children.

**Early Years planning**

Throughout the EYFS, teachers plan activities to give children cross-curricular learning experiences within the classroom, in the outside areas, and on visits, balancing teacher-led, focussed activities and provision for independent learning. Teachers plan activities with geographical learning as the main focus and also broaden and embed children’s geographical knowledge through activities related to other themes.

Through continuous provision adults in the Early Years promote understanding of the world and chances for exploratory play, using pictures, photographs and objects.

**Assessment**

At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher.  The teacher will assess the child as broadly working towards, attaining or exceeding the expected level.

Assessment may be undertaken using the following methods:

* Observation of pupils
* Talking with pupils
* Marking written work
* Self-assessment
* Peer assessment
* Evaluation of discussions

**Monitoring**

The subject co-ordinator works with the SLT to monitor the standards of children’s work and the teaching of Geography across the school. The leader ensures the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

* Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
* Monitoring and evaluating pupils’ work, colleagues’ planning and classroom teaching.
* Identifying strengths and weaknesses in the subject and indicating areas for further improvement through book reviews and lesson observations.
* Ensuring curriculum coverage, continuity and progression for the range of age, stage and ability
* Ensuring that that the curriculum meets the requirements stated in the National Curriculum

**Health and Safety**

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Use of the local area and visits further afield are encouraged. These are planned according to our Visits policy, using Evolve.

**Impact**

Our geography curriculum offers high quality and well-planned lessons which encourage progression. Geographical questioning helps pupils to gain a coherent knowledge and understanding of the world and its people. Continuity and progression in the curriculum are built around essential knowledge, understanding and key skills within Geography.