



Lewknor Church of England Primary School



Geography Policy

September 2023 – September 2027

Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7:24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

Intent

At Lewknor Church of England Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness, and their place in it. The geography curriculum at Lewknor Church of England Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide an explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We seek 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, equipping them well for further education and beyond.

Implementation

Geography at Lewknor Church of England Primary school is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic, and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically.

Existing knowledge is checked at the beginning of each topic, as part of the 'KWL strategy' (What I know, What I would like to Know and What I have Learned) or as a 'Mind map' of what they already know and what they would like to know. This ensures that teaching is informed by the children's starting points and that it takes account of pupil's voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with the school's commitment to 'developing strong foundations'. At the end of each topic, children write a summary of what they know alongside the completion of their KWL sheets or Mind map. Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as

well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge.

Knowledge Organisers underpin children's understanding of subject specific language, they remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These are available as a reference point as needed in the front of children's topic covers or displayed in lessons. In addition, they are made available to parents to support learning at home on their class TEAM's accounts.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher-order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific.

In geography, an example of this level of questioning might ask children to consider their own physical environment. Following map or globe work, they might be asked to consider differences or similarities between their environment and that of a country near the Equator. The questions that teachers ask within the same lesson phase, then focus on how life might be different in those zones, leading the children to draw conclusions about physical and human geography.

The geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stages; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. As part of the introduction to each new geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.

A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

The Learning Question (LQ) for each lesson is shared with the children, this is stated at the beginning of lesson slides. Children's knowledge and skills are continually assessed and developed by the teacher within each lesson. These are shared with the children before their independent task and are referred to again at the end of the lesson as children review their work according to the LQ.

Lessons are planned to ensure that key knowledge is developed over time throughout each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school. Opportunities will be sought by the school to provide the children with field trips and learning outside the classroom that support units of work.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Assessment is supported by the use of the following strategies:

- ~ 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.
- ~ Providing effective feedback, which recognises successful aspects of the children's work, as well as informing subsequent dialogue to address errors and misconceptions.
- ~ Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- ~ Use of the 'what I know already, what I want to know and what I have learnt' (KWL), Mindmap strategies throughout a unit, alongside specific and measurable LQs for each lesson.
- ~ Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

Tasks and Outcomes/Marking

At the end of each lesson, children review their work (recorded or otherwise) according to the LQ. The review process will usually take place through discussion, and children can interact during the process with thumbs up or down etc.

If a child has had support during any part of the task completion, the code G (Guided support) will be indicated. Children's work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is necessary. In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.

- ~ There is a strong focus on developing the quality, presentation and content of children's written work across all subjects.
- ~ The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement.

- ~ The majority of marking will take the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate –
 - evidence that the skills/knowledge for the lesson have been applied;
 - use of key vocabulary or generally ambitious vocabulary.
 - good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age-appropriate punctuation etc to promote literacy lessons beyond English lessons.
 - and/or any aspect of the child's work which is in line with the pedagogy of the subject discipline.
- ~ Tasks will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.
- ~ Not all lessons will have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

Planning and Resources

The coordinator and class teachers monitor geography resources. The school's subscription to specialist platforms, such as Twinkl and Hamilton Brookes, ensures that teachers have access to lesson resources that they can select and adapt

in alignment with the school's knowledge and skills progression map. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps, as well as the topic overview.

Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson. Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children. Teachers devise lesson slides according to what is stated on the progression map for geography according to the term and year group. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. The teacher's role is not to facilitate the information on the slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners. Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

Organisation

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

EYFS

Early years explore geographical themes in line with the EYFS framework as follows – Understanding the World

Reception:

- ~ Draw information from a simple map.

- ~ Recognise some similarities and differences between life in this country and life in other countries.
- ~ Explore the natural world around them.
- ~ Recognise some environments that are different from the one in which they live.

ELG: People, Culture and Communities

- ~ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- ~ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- ~ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

KS1 and KS2

During Key Stage 1 pupils 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 inquiry 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.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their locational knowledge; they will develop their directional and locational information so they can locate features and navigate their way. They will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will also develop a greater understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and 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.

During Key Stage 2 Pupils 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.

They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to consolidate their spatial learning to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development. In Key stage 2 human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop geographical skills and fieldwork skills, through these three 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.

At the beginning of every lesson, the intended learning will be shared with the children verbally and this will be started at the beginning of the teaching slides. At the end of each lesson, teachers will check the children's understanding by questioning or by a written review.

Children's work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is necessary. In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.

In geography, it might be appropriate for children to use a printed diagram. However, the majority of children will record their work directly onto the pages of their book. This will enable greater ownership and pride in recorded outcomes.

Equal Opportunities

At Lewknor Church of England School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge. Accessible resources providing sensory learning, such as interactive maps and globes, have been purchased by the school.

Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies; independent tasks, as well as teaching, are well-adapted to ensure an appropriate level of challenge and encourage confidence and development of independence. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through several links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

Role of the Subject Leader

Lesson slides and outcomes for each unit of work will be monitored by the coordinator. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, and age phases. This is part of the school's commitment to ensuring a high-quality, broad and stimulating curriculum.

The subject leader's responsibilities are:

- ~ To ensure a high profile of the subject.
- ~ To ensure a full range of relevant and effective resources are available to enhance and support learning.
- ~ To model the teaching of geography.
- ~ To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- ~ To monitor books and ensure that key knowledge is evidenced in outcomes.
- ~ To monitor planning and oversee the teaching of geography.

- ~ To lead further improvement in and development of the subject as informed by effective subject overview.
- ~ To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- ~ To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- ~ To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including borough forums.

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in geography, as well as the findings from regular book looks. The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities.

Parents

The involvement of families and the wider community, to help support the teaching of geography, is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of geography at Lewknor.