



CARNFORTH COMMUNITY PRIMARY SCHOOL

Geography Policy

Geography for the pupils at Carnforth Community Primary School should not be an abstract concept. It should be set within a social and political context and should provide children with a curiosity about the world around them and a sense of responsibility about their role within it, both as a local and global citizen.

Intent

The teaching of geography should provide children with the cultural capital that they will need to succeed in their lives beyond primary education. Through trips, visits and discussions of current affairs, children should become engaged with the world around them, at a local, national and international level. We want our pupils to develop a sense of agency and responsibility, as well as pride in their local community. We want them to be able to speak in a confident and knowledgeable manner about a range of geographical topics. Through our school motto 'Believe and Achieve', children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Carnforth Primary 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 and understanding of concepts, knowledge and skills. 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress through school, skills should be built upon each year in order to develop a deep and precise understanding of the geography curriculum. The cyclical nature of the Geography National Curriculum means that objectives are revisited in different year groups. There is a clear progression in skills and geographical vocabulary built upon each year.

Implementation

Key to the implementation of our curriculum is a consistent approach to the teaching of geography. We have solid foundations upon which to build in the form of medium and long-term planning. In order to ensure the progression of skills as pupils move through the

school, we will use the Progression of Skills document (see supporting documents.) This provides teachers with a more detailed breakdown of skills for each year group. This will ensure that books, displays and pupil interviews demonstrate that skills are being developed and embedded as children move from the Foundation Stage to Year 6. We will use learning walks as an opportunity to ensure consistency in the quality of teaching and identify strengths within the school. This will provide opportunities for professional development and peer to peer support where teachers can observe each other, team-teach and share good practice. Central to the teaching of geography is the enhancement of the curriculum through trips and visits. We will plan visits, visitors and activities within the community, to provide first-hand experiences for the children to support and develop their learning. These opportunities provide a contextual understanding of geography - both within the immediate vicinity of the school, Carnforth and around Lancashire. Staff will be made aware of opportunities which match their curriculum objectives and which give pupils the chance to explore their local area by the Curriculum Leader. Opportunities are also mapped out in the MTPs.

The promotion of a language-rich geography curriculum is essential to the successful acquisition of knowledge and understanding in geography. The promotion and use of an accurate and rich geographical vocabulary throughout the school is planned for each topic, with working wall vocabulary displays. Staff should also refer to the Progression in Vocabulary document.

Another key strand of geography is its potential for enhancing key cross-curricular skills. There will be a focus in geography on discussion, presentation and debates. Pupils will be encouraged to use full sentences when answering questions and giving opinions. This means that pupils will become more confident and be able to speak on a range of topics. We want pupils to feel engaged with the world around them and able to articulate their thoughts and opinions. Cross-curricular writing opportunities are planned for in the MTP and links to Science where applicable. There are cross-curricular links to PSHEE and caring for our environment and opportunities for place based and outdoor learning set out in the long-term maps.

Subject Content

The Geography curriculum at Carnforth Community makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of their locality. Topics are informed by the National Curriculum (2014) and are carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. As a school, we are constantly developing our enquiry skills.

In line with the National Curriculum (2014), the Geography curriculum at Carnforth Community aims to ensure that all pupils:

- teach the skills and knowledge necessary to develop children as geographers,
- foster children's sense of wonder at the world around them,
- encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills,
- help pupils to develop a sense of identity through learning about the UK and its relationship with other countries,

- help pupils to develop their knowledge and understanding of places and themes, including patterns and processes,
- develop an informed concern about the future of our planet,
- enhance children's sense of responsibility for the care of the earth and its inhabitants,
- help children understand how to use a range of maps in a variety of different contexts,
- and promote the use of fieldwork to observe, measure, record and present human and physical features.

Reception

Understanding the World: Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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. Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand 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.

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils should be taught to:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the and distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

IMPACT

Through our teaching of an engaging and contextualised geography curriculum, we want to foster a culture where children love geography. We want to build within them a curiosity about people and places that will enrich their understanding of the world around them, both within the school, and in their everyday lives. They will gain a rich and varied knowledge of the world.

This impact will be measured through pupils and learning walks. We will see pupils who are able to speak confidently and articulately about the natural world as well as humans' role within it. The teaching of geography will be of a consistently high standard. Lessons will be exciting and pupil voice interviews will demonstrate that pupils are engaged with the subject. Outcomes in topic and English books will evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. Pupils' attainment in Geography is assessed at the end of a unit.

Children across the school will be empowered and will understand the contributions they can make to both the local and global community.

By the end of Reception children will:

Begin to understand how they are part of their own locality which is part of a bigger world. They will learn about different people and communities and use speaking, listening and understanding to develop and explore these in greater detail linked to broad overarching topics.

By the end of Key Stage 1 children will:

Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world. They will understand the principle of directions and look at land use, climate and physical features of Great Britain and other locations in the world. Children will begin to understand also their own impact on the world.

By the end of Key Stage 2 children will:

Be able to compare their own locality to different locations around the world. They will conduct simple fieldwork to exemplify common geographical processes and develop an understanding of map work such that these features can be examined and identified in a wider context. Children will gain knowledge of the impact of humans on the landscape and recognise the impact of themselves and that of nature in shaping the world in which they live.