

# Geography Policy for Lacewood Primary School



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## A Statement of Policy for the Geography Curriculum

At Lacewood, Geography is about developing an understanding of our world, primarily through experience, investigation, and learning from secondary sources. Therefore, the school adopts a varied approach to the teaching of geography. This includes residential visits, day visits within and outside the locality, the use of ICT, videos and photo-packs as well as visitors in to school.

All aspects of our key principles at Lacewood Primary School underpin our curriculum, which promotes our school motto and ethos of always trying your best to be your best. Our curriculum is led by our whole school core principles of developing every child's learning characteristics, in line with our school learning buddy approach, of:

**Co-operation and independence (Bee)** 

**Thinking skills and problem solving (Owl)** 

**Effort, resilience and commitment (Snail)** 

**Collecting ideas and making links in their learning (Squirrel)** 

### Intent

Our aim at Lacewood Primary School is to enable pupils to develop their understanding of physical and human geography, allowing the children to broaden their knowledge of the wider world around us. Children will experience different parts of the world through their geography lessons and become increasingly knowledgeable and interested in the countries that contrast to the area in which we live. Throughout their time at Lacewood children will travel the world whilst in the classroom, learning about Geography in a range of different contexts. As a school, we believe it is important for children to be curious and interested in the world around them. When devising our long-term progression plan for geography, we identified 3 'Golden Threads' for the teaching of geography within our curriculum:

1: **Location and Place**

2: **Human and Physical Features**

3: **Geographical Skills & Fieldwork**

Under these 'Golden threads,' geography is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

## Organisation

### Role of the subject leader:

The role of the subject lead is to:

- Take lead in policy development and to oversee the development of the long-term development plan for geography.
- Keep up to date with the developments in geography.
- Disseminate information to colleagues.
- Collate samples of geography work across school to monitor standards and progress.
- Keep the school geography section of the website up to date.

## Planning

As part of our long-term whole school curriculum plan, units of work (where appropriate) are linked to other areas of the curriculum in order to enhance children's understanding and ensure that children see a purpose to their work. Units of work are planned over a yearly cycle ensuring that, during their time at Lacewood Primary school, children experience the full range of opportunities available for art, providing breadth, balance and progression. Cultural diversity has also been considered when designing our geography curriculum, thus ensuring children have the opportunity to understand their own culture and area as well as others.

### The Geography curriculum has been designed around 3 'Golden threads':

Under the 'Golden Threads' Geography is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

#### 1: Location and Place

#### 2: Human and Physical Features

#### 3: Geographical Skills & Fieldwork

These 'golden threads' create many different opportunities for children to expand and enhance their geography knowledge and develop a wider understanding of the world around them.

## Implementation

At Lacewood, staff plan and structure a sequence of lessons to ensure they have developed the skills detailed in our Geography learning leap progression document; required to meet the aims of the national curriculum. Our Geography curriculum relates directly to each class' half term theme, which allows the children to build and develop their interests in one theme throughout various areas of the wider curriculum.

The National Curriculum states that 'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives'. Our Geography curriculum has been structured to ensure progression over the children's time at Lacewood with opportunities to build knowledge about diverse places, people, resources and natural and human environments as well as developing a deep understanding of the Earth's key physical and human processes. At Lacewood our Geography lessons may take place outside, on paper or in the classroom as group work or research. Our recording or research will be found in our Geography books or as evidence in photos or videos. At Lacewood we aim to hook the children into their Geography learning through learning in many different ways including exciting experiences in the classroom such as; visitors, themed days or research in the community. School visitors and trips are facilitated where appropriate to enhance the pupils' understanding and skills further.

In the Foundation stage, children learn about the world around them through independent or supported play in addition to adult led focus activities/carpet sessions when relevant. The specific

area of the EYFS curriculum, Understanding the World, is separated into three areas; People and Communities, The World and Technology. These areas encourage children to examine the similarities and differences in their environment and also the people around them. In the EYFS, children are beginning to develop their enquiry skills and are encouraged to question and assess environmental features. These skills prepare children for the study of Geography in Key Stage One.

### **Key Stage 1 & Key Stage 2:**

Opportunities to develop geographical skills and knowledge are utilised at every opportunity through cross-curricular links and creative topic approaches to teaching and learning. Curriculum topics ensure full and thorough coverage of the National Curriculum objectives, as well as progression in the development of geographical skills and knowledge across the Key Stages. These topics are:

- Y1 – Where in the World, Local Area and Coastal Features
- Y2 – Exciting Earth, Our Local Area and Farm to Fork
- Y3 – Rivers and the Water Cycle, The Lake District and Chembakolli
- Y4 – Volcanoes, Mountains and World Locations
- Y5 – Coastal Erosion, Mexico and The Victorians (Local Area Sheffield Link)
- Y6 – Natural Disasters and Rainforests

### **Materials and resources**

A range of resources are utilised to support the development of geographical skills and knowledge; including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Resources are shared between classes and can be freely accessed when required. Children also have weekly access to the laptops and i-Pads, where they can access geographical tools and resources such as Google Maps.

### **Impact**

#### **Assessment and recording progress**

Geography monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to recall and discuss what they have learn during their geography lessons over the half term. Geography book monitoring throughout all year groups also takes place each half term, allowing leaders to ensure our Geographers have the opportunity to develop their Geography skills and also ensuring our curriculum 'learning leaps' are being achieved in each year group. Examples of our Geography work and learning is often exhibited throughout the school, both on classroom and communal displays situated on our school corridor and hall.

#### **Display and Presentation**

Displays vary depending on the theme and the personal style of the teacher, which ensures the school always has a lively, stimulating range of work on display. Rules for display at Lacewood are few in order promote individual style and flair. These are as follows:

- Work chosen for display is well presented and accurately mounted.
- Photographs are incorporated to see work in action.
- All displays have a clear, main heading to unite the work (year group on the corridor and theme in hall displays). Key objective statements are included within the display to demonstrate the key learning objective children have achieved.
- All displays have written comments from children within the class, encouraging peer assessment.

### **SEN and inclusion**

The whole school policy on equal opportunities will be adhered to in art. In order to ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning.

In geography activities the differentiation is mainly by outcome, though in cases where pupils have special educational needs, there may be the need to provide adaptations by task in order to cater for children's diverse learning needs; detailed in the geography leader's SEN provision for subject leads document.

### **Equal Opportunities and Special Needs**

All pupils have equal opportunity to reach their full potential across the Geography Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Wherever practicable, provision will be made for pupils with special educational needs, when this affects their ability to participate and achieve in a Geography lesson.

**HD/2024**