



Make your light shine so others will see the good that you do"



North Somercotes CE Primary School

Geography Policy

Geography is the tapestry that weaves the world together." Gilbert Grosvenor

What is Geography?

Geography is Greek for writing about the Earth.

Our definition for KS2 - *Geography is the study of places, their physical features and the links between humans and their world.*

Our definition for Early Years and KS1 - *Geography is learning about our world.*

Geographical enquiry allows children to learn about their immediate surroundings and the broader world, developing their sense of identity and an awareness of their place in the world. It makes children aware of how the environment can affect their lives and determine decision-making. It develops knowledge of places and environments throughout the world, an understanding of maps and a broad range of investigative skills.

The study of Geography teaches children about their place in an increasingly global world through learning about the United Kingdom and its relationships with Europe and the rest of the world, and the impact they can have upon the world around them.

Context

The vast majority of our pupils are White/British and have limited experiences of life in other areas of this country and in the wider world. This is predominantly due to the very low social mobility in the village and surrounding areas further evidenced by over 40% of our children being eligible for Pupil Premium Funding. Most pupils lack knowledge of our locality and where we fit within the UK. Many of our children have not been on the plane/train (55%) and do not have an understanding of the concept of place and cultural diversity. Many children stay in England for holidays, as opposed to going abroad (70%). Our children will not be limited by their starting points or life experiences as we are determined to bring these experiences to them.



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Intention

At North Somercotes CE Primary it is our intention that a high-quality geography education will inspire in our children a sense of awe and wonder about the world and its people, which will remain with them for the rest of their lives. We want our children to leave North Somercotes having developed into reflective, thoughtful resilient individuals with a passion for learning. We also want our children to 'broaden their horizons' and understand their role as global citizens, gaining a sense of the world around them, both here in our unique location and across the wider world. In line with the school's Christian vision, we want to make a difference in the lives of our children by personalizing the curriculum to reflect the school's Christian values, in which our pupils to seek inspiration in the work of other people in order to "Make their own light shine". Geography supports these aspirations for our children in many different ways.

Through our geography curriculum we aim to widen our children's knowledge, skills and understanding of the wider world. Geography is a hugely important subject, especially in today's world. We want our children to have the knowledge to make their own informed decisions in life and to have the skills to question evidence that they are given and to interrogate; not accepting information at face value. Our aim is for our children to understand the value of our planet and to know how to protect it for the benefit of future generations. This is achieved through the three main geographical concepts (place, space and environment) and supported through the geographical enquiry, which runs through all of these.

Through our teaching we consistently aim to raise awareness of geography as a subject and as a potential career field for the future. The children should leave our school knowing many different career prospects for geographers. Those which are inherently linked with the subject and also those which use the skills that geography as a subject teaches.

Our children should be excited by geography and eager to learn more, questioning what they have learnt so far. They should be able to debate current world issues linked to what they are learning. The children should be fully invested in the purpose of their learning and engaged through the use of technology, fieldwork and making links to their experiences.

Implementation

How do we teach Geography?

Throughout our school we believe that Geography should be taught through an enquiry-led approach, utilising the children's critical thinking skills. Using an enquiry-led approach means that our children can ask their own questions and form their own opinions (and be willing to change them). We 'bring learning to life' to ensure that they are passionate about geography and, as we know social mobility is low in North Somercotes, we try to give children experiences of the wider world. At North Somercotes CE Primary we make use of technology



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so that even if we cannot physically take them to another part of the world, they can experience being there using virtual reality. We use educational visits to give our children a taste of what is outside of North Somercotes, giving them life experiences that they would not otherwise have. We make sure that there are lots of opportunities for outdoor and physical learning experiences to excite children. They know that geography is not just found on a map in the classroom or written in a book.

Our topics are structured so that the children can work through 3 key concepts of geography; Place, Space and Environment. Running through this is the concept of Geographical Enquiry (procedures and skills).

This is how we define them:

Place - a specific part of the Earth's surface that has been named and given meaning by people (places, territories and regions)

Space - the three-dimensional surface of the Earth and the differences across spaces (patterns and links)

Environment - our living and non-living surroundings and their natural, managed or constructed features (physical and human interaction).

We structure our curriculum using whole school topics and we focus on specific subjects in blocks over a number of weeks. This enables us to go deeper into subjects and to make meaningful connections with other subjects.

In the Foundation Stage children develop crucial knowledge, skills and understanding that help them to make sense of the world and form the foundation for historical work in Key Stage 1.

They will:

- Observe, investigate and identify features in the place they live and the natural world. We will foster respect for the environment around us, making use of our forest school area on site.
- Show interest in the environment through exploration and discuss what they like and dislike.
- Create and use simple maps, plans, paintings, drawings and models of observations of the area and imaginary landscapes.
- Use role play and imagination to explore other cultures, looking at their differences and similarities.
- Link their investigation and exploration to the geographically based elements of the Foundation Stage curriculum.



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In Key Stage 1, Geography continues the understanding begun in the Foundation Stage. They will investigate aspects of the world, the United Kingdom and their local area.

Children will:

- Develop an understanding of subject specific vocabulary relating to human and physical geographical features.
- Gain locational knowledge through learning about the continents, oceans and the countries, capital cities and surrounding seas of the United Kingdom.
- Develop their knowledge of place through the study of a small area of the United Kingdom and that of a contrasting non-European country.
- Understand human and physical geography through looking at the daily and seasonal weather patterns and hot and cold areas of the world in relation to the equator and the North and South Poles.
- Develop their geographical and fieldwork skills through their use of maps, atlases and globes to study the world. They will also use compass directions and locational and directional language. Children will also use these skills through studying our school and its surrounding environment.
- Make use of aerial photographs and plan perspectives to look at features of a place and gain an understanding through creating their own maps. School visits will seek to enhance this learning.

In Key Stage 2, pupils expand their knowledge from the local area to include the United Kingdom, Europe and North and South America.

Children will:

- Further develop an understanding of subject specific vocabulary relating to human and physical geographical features of specific places and our globe.
- Gain locational knowledge through learning about the countries of the world, their features and their major cities. Children will also learn about the counties of the United Kingdom and its key topographical features (including any change over time).
- Develop their knowledge of place through the study of a region of the United Kingdom, a region of a European country and a region within North or South America.
- Develop an understanding of physical geography and human geography with increasing depth.
- Develop their geographical and fieldwork skills through their use of maps, atlases and globes and digital mapping to study the world. They will also use the eight points of a compass and four and six figure grid references. School visits can be used to maximise this learning.
- Find out about the local area by observing, measuring and recording the human and physical geographical features in the area and present these in a range of ways.

The curriculum coverage is taught in a progressive and purposeful manner, with teachers using their professional judgement and assessment for learning to make judgements on how pupils are progressing. The connection of the skills, knowledge and concepts ensure an inclusive and rich Geography curriculum.



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Inclusion

- The school's geography curriculum, lessons and materials will support equality of opportunity and an inclusive attitude to all learners. We will ensure that children are provided with a broad and balanced curriculum. Children will be able to engage in informed debate on environmental issues.
- All pupils will have equal opportunity to reach their full potential across the geography curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access to the study of geography.
- We will ensure our Bottom 20% readers are able to fully access all aspects of the geography curriculum through adapting of resources, additional adult support and other means of quality first teaching support.

Further information can be found in our SEND Policy

Impact

The impact and measure of this is to ensure that pupils at North Somercotes CE Primary School develop detailed knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Outcomes in topic folders 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 concepts, as appropriate to key stage; place, space and environment. This is in addition to the development and application of the thinking geographically skills.

We want pupils to have enjoyed learning about geography and therefore be inspired to undertake new life experiences, both now and in the future. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. They will develop a love and respect for the world around them with aspirations to experience places first-hand. Regular educational visits will help shine a light a world beyond North Somercotes and provide further relevant and contextual learning.

Policy Agreed: Autumn '22
Policy Review: Autumn '25