



Member of staff responsible: Mrs C Carr
Subject Governor: Mr Meades
Reviewed: October 2024
To be reviewed by: October 2025

LONGRIDGE CE PRIMARY SCHOOL GEOGRAPHY POLICY

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

Statement of Intent

At **Longridge C of E Primary School** we believe that the study of Geography can inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. Our Teaching aims to equip children with knowledge of diverse places and people. Our children will be provided with opportunity to investigate natural and human environments. We provide carefully planned, progressive teaching and learning to equip children with skills that are transferrable throughout their education at our school and beyond. This policy sets out the framework in which the Geography Curriculum will be taught.

Our study of Geography fits closely with our school **Christian Values**. We help our children develop **compassion** through recognition and respect for the natural world alongside an understanding of the pressures placed upon it. We support children in identifying and recognising their own place in the world and teach them to have **courage** to recognize the difference they can make to climate change. We aim for our children to understand how important **friendship** between countries and people is in our ever-changing world. We want our children to search for the **truth** to discover the impact humans have on the world around them and how we may need to alter our actions to build a healthy world for future generations.

Curriculum

At Longridge C of E Primary School our Geography teaching follows the National Curriculum requirements and is based on the 'PlanBee' scheme. Teachers adapt and enhance the 'PlanBee' scheme to suit their year group and class cohort. Some units have been added to ensure curriculum coverage with appropriate progression for example: The Lake District in Year 4, Travelling to Rhumpi in Year 2. In Reception, teaching is in line with the Early Years Foundation Stage Curriculum.

Our teaching ensures all children are given opportunity to develop Geography skills. We provide opportunities for children to use world maps, atlases, globes, use compass directions, use aerial photographs, devise simple maps with keys, use simple fieldwork and observational skills. In Reception, children are supported to develop 'The Characteristics of Effective Learning' which enables them to use skills of enquiry and investigation in their learning.

Key Aims for this Subject:

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Overview of Geography Learning at each stage of the Curriculum at Longridge C of E Primary School:

EYFS:

In Reception children begin to gain an understanding of the world around them through a variety of investigation activities. They take part in tasks such as nature walks, observing seasonal change, comparing environments through local visits and creating simple maps for treasure hunt tasks. They learn how to take care of their classroom environment and also look after plants/living creatures (e.g. caterpillars/butterflies) from the natural world.

Children in Reception are working towards acquiring these skills at the end of the Foundation Stage Curriculum:

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

(Development Matters 2021: Understanding the World: People, Cultures and Communities ELG)

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

(Development Matters 2021: Understanding the World: The Natural World ELG)

KS1

Pupils should be taught to:

Locational 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 [for example, 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.

KS2

Pupils should be taught to:

Locational 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 and 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 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, 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.

Resources

Staff have access to a range of resources through the 'PlanBee' scheme. In addition to this, a variety of resources are available with an emphasis on primary and secondary sources including, maps, atlases, globes, compasses, photos, pictures, posters, books, videos and I.C.T. software. Teachers are encouraged to use the school grounds as a resource for Geography teaching.

The internet and online resources are used by staff to enhance teaching where this supports children's learning. At KS2 the internet may be used for research. Staff talk about Online Safety with their classes to help children understand how to stay safe when using Online Resources.

Educational visits are another important resource which staff use to enhance teaching. During their time at Longridge C of E Primary School, children have the opportunity to take part in a range of different trips which

promote Geographical skills and understanding. This included visits to our local area and taking part in a local survey of Longridge. Staff make cross-curricular links where possible. An example of this is practicing map reading skills as part of orienteering for Outdoor Adventure Activities in PE.

Teaching

The subject matter covered in Geography reflects the requirements of the National Curriculum. At Longridge C of E Primary School we look for a balance of teaching time for Geography over the school year. This averages between 1-1hr30mins teaching weekly. At times, geographical content and skills may be concentrated within a half term or a shorter period of time. (see Geography overview below)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Who Are We?	Let's Go Outside	Down in the Jungle	When I Grow Up	Looking After Our Planet	Where Next?
Y1	The 4 Seasons in the UK	The Story of Flight	Putting Longridge on the Map	Castles	Me in My World	Seaside Now and Then
Y2	Where do I live ?	Toys and Games in the Past	Florence Nightingale	Ribble Valley	The Great Fire of London.	Travelling to Rumpshi
Y3	Where does food come from?	Henry VIII	Countries of the World	Prehistoric Britain Stone age to Iron Age	The Romans	Investigating the local area
Y4	Our European neighbours	Ancient Greece	The UK	Anglo Saxons, Picts and Scots	The Vikings	Region in the UK: Lake District
Y5	Coasts	Environment	The Victorians	Rivers	Crime and punishment	Egyptians
Y6	South America	Extreme Earth	W.W.2	W.W.2	The Mayans	The Mayans

Staff ensure there is focus on teaching of the skills inherent to the Geography Curriculum.

Across KS1 and KS2 these skills include:

- Using maps and a key
- Using a globe/atlas and identify countries, cities, continents and oceans
- Developing subject-specific vocabulary
- Investigating and using a compass
- Using 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.
- Use digital/computer mapping to locate countries and describe features studied

Each class teacher is responsible for the delivery of the Geography Curriculum and will adapt teaching for different learning situations, with respect to the needs of individual pupils.

Inclusion and the Geography Curriculum

Staff ensure that all children have access to the Geography Curriculum. Teachers have a thorough knowledge of children in their class and are made aware of those learners who are working below the expected level of attainment during transition at the beginning of each academic year. Teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Teachers ensure that the needs of any children with an EHCP or SEND Support Plan are met to allow access the Geography Curriculum. In the Early Years Foundation stage, children are tracked throughout the year. As necessary, support is given to ensure each child accesses the ‘Understanding the World’ element of the Early Years Foundation Stage Curriculum at the correct level. This is provided through Adult-led activities or Continuous Provision independent challenges.

Able, Gifted and Talented

Class teachers have a thorough understanding of the children in their class cohort. They are made aware of those learners who are working above the expected level of attainment during transition at the beginning of each academic year. Class teachers ensure that all children are supported and challenged at the appropriate level to reach their full potential. Lessons are carefully planned and there is adequate opportunity for extension tasks for those learners who require this. In the Early Years Foundation stage, children are tracked throughout the year. Extension activities can be provided through adult-led activities or Continuous Provision independent challenges for those children who require this.

Extra-Curricular

The subject leader will run a ‘Geography Club’ at certain points during the KS1 or KS2 cycle for each year group. Children will have opportunities to access this club during their time at Longridge C of E Primary school. This club will aim to inspire interest and enthusiasm in the subject for our children. Tasks will be based on children’s interests and may complement our school curriculum but will not overlap content covered in the classroom.

Assessment, Recording, Reporting

Assessment, recording and reporting in Geography is in line with whole school guidelines. Staff use formative assessment as an essential part of teaching and learning. This assessment is used to inform planning as well as adapt or enhance the ‘PlanBee’ scheme as appropriate.

Staff complete assessment sheets for each unit of Geography and note children who are working below or beyond the expected level. The assessment sheets also highlight links to other curriculum areas. These sheets are collated by the Geography Co-Ordinator and shared with the Senior Leadership Team. Staff report on each child’s attainment in Geography as part of the annual written report at the end of the summer term.

In the Early Years Foundation Stage, staff track each child’s progress throughout the year and this is shared termly with the Senior Leadership Team. At the end of the academic year, staff complete the Early Years Foundation Stage profile for each child. They report against the Early Learning Goal for ‘Understanding the World’ for each child.

Staff Development

The Geography Co-Ordinator is responsible for overseeing the planning, resourcing and monitoring of the school's Geography programme. Staff can pursue development in this subject area through the county course programme.

Equal Opportunities

Children irrespective of ability, race or gender are given full access to the Geography Curriculum as taught at school. Class teachers plan carefully for those children in their class. Differentiation is used in a variety of ways to allow children to respond to the work presented to them at the appropriate level.

Evaluation, Review, Modification

The Geography Co-Ordinator maintains an up-to date understanding of Geography Curriculum requirements/developments by viewing relevant documents. The Geography Co-Ordinator is available for staff to speak to regarding any questions related to this subject. The Geography Co-Ordinator completes monitoring, including yearly 'book looks', to review the planning and implementation of the Geography scheme. The 'PlanBee' scheme is reviewed yearly and staff are aware this is the basis of their Geography teaching and can be adapted or enhanced. Such an understanding ensures that Geography teaching and learning at Longridge C of E Primary School follows the National Curriculum requirements but that it is also bespoke to each class/year group as well as our school as a whole.

The policy is reviewed annually to ensure it complies with the latest legislation, guidance and best practice. The next scheduled review date of this policy is: **October 2025**.