



Lord Blyton Geography Policy 2023

Intent

At Lord Blyton Primary School we believe that Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes through a creative and engaging curriculum.

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. The geography curriculum places great importance on the interaction between the physical and the human environment. Geography explores the relationship between the Earth and its people and is also a key subject which can enable us to develop the 'cultural capital' of the children in our school. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment. We feel our curriculum brings the wider world to our children; teaching them valuable and transferrable life skills which might otherwise not become part of their everyday life experiences. We also feel our geography curriculum opens our children's interest up to a wide variety of key concepts and themes which will support them in making valuable career decisions in the future.

Aims

At Lord Blyton Primary School we aim to:

- To follow the key aims of the National Curriculum and customise learning opportunities to meet the needs of our children linked to their locality and demographics.
- To embed the development of basic skills throughout our Geography curriculum to ensure we address the impact of social disadvantage on our children's literacy and maths skills.
- To provide a logically planned and progressive curriculum which embeds key geographical concepts and skills.
- To make enable children to make sense of their own surroundings through learning about their own locality, and the interaction between people and their environment.
- To develop our children's receptive and expressive vocabulary through repeated exposure and enrichment.
- To enrich our children's geographical knowledge through the use of high quality, age appropriate literature.
- To inspire children's interest, knowledge and understanding of contrasting localities across Britain, Europe and the World.
- To develop knowledge and understanding of the human and physical processes which shape places.
- To appreciate similarity and difference in the world around them and to respect the beliefs, attitudes and values of others.

- To formulate appropriate questions, develop research skills and evaluate material to help inform opinions.
- To provide a range of fieldwork opportunities that enable the application of geographical skills and provide enrichment through first hand experiences of the world.
- To recognise and understand issues concerning the environment, sustainable development and current affairs that will impact on our children's lives.

Implementation

EYFS

We encourage the development of skills, knowledge and understanding that help reception and nursery children make sense of their world as an integral part of the school's work. As the reception and nursery classes are part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

The characteristics of effective teaching and learning state that children: play and explore, are active learners and think critically and these skills are all enhanced by geographical tasks.

Key Stage 1

Pupils should be taught:

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 be taught about:

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 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 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.

Personal Development

At Lord Blyton Primary School we recognise that education for sustainable development and global citizenship prepares children for life in the 21st Century. This is embedded into the curriculum and we are working towards in aspects of school life, helping to create an ethos of responsibility on the local, national and global scale. We feel that our curriculum design encourages pupil's development socially, morally, spiritually and culturally. At Lord Blyton Primary School Geography contributes to learners' personal development as they work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They are encouraged to be enterprising and innovative in their decision making, whilst having regard for sustainability and environmental issues in the 21st Century. Skills include:

- Children show their knowledge, skills and understanding in studies at a local scale.
- They express views on the environment of a locality and recognize how people affect the environment.
- They use this information and their own observations to help them ask and respond to questions about places and environments.
- They recognise how people seek to improve and sustain environments.
- They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.
- They recognise how people try to manage environments sustainably.

Teaching and learning styles

The school uses a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities for children to engage in enquiry-based lessons, where children have the opportunity to use a wide range of technology, materials and resources. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. We encourage children to ask as well as answer geographical questions. Children are able to develop their critical thinking and improve their skills in English and Maths.

Geography planning

Our school follows the Geography scheme 'Oddizzi' to ensure that geography skills can be taught in a meaningful way. In order to meet statutory requirements our school has divided up the breadth of study into each individual year group. We carry out the curriculum planning in geography in three phases: long-term, medium-term and short-term. Geography is planned through creative and purposeful learning opportunities.

Values underpin the curriculum content

- Tolerance and appreciation of other cultures and societies
- Recognising difference between groups of people and their beliefs and cultures
- Appreciation and desire to protect the natural environment
- Citizenship to develop an understanding of inequality around the world and pupils' responsibilities at a local, national and international level
- Service and duty to fulfil responsibilities as a global citizen
- Respecting the British Values of Democracy and how the decisions and laws of the government can impact our environment

What links to careers can be made within the Geography Curriculum?

Geography is a strong and varied discipline that develop pupils' critical thinking, global awareness and problem-solving abilities. It enables pupils to explore issues within the natural world and provide solutions to these issues. These skills and values that are developed throughout the study of Geography can provide a solid foundation for many future careers including, and not limited to:

- Cartographer
- Climate change researcher/scientist
- Commercial/residential surveyor
- Ecologist
- Farm/estate manager
- International Development Officer
- Nature conservation officer
- Oceanographer
- Planning and development surveyor
- Town planner
- Recycling officer
- Air traffic controller
- Foreign/travel writer
- Freight forwarder
- Logistics and distribution manager
- Marine Biologist
- Navigator (Naval)
- Pilot
- Tourism officer
- Transport Planner
- Travel consultant
- Risk/Disaster Manager
- Wildlife conservationist

Assessment

Teacher assessment takes place at the end of each half term block when Geography has been taught, using Oddizzi Excel. Using statements from the national curriculum children are assessed as either beginning, within or secure. These descriptors indicate the child's performance against age related expectations. Evidence of Geography work can be found in the children's Geography work books. Regular assessment is carried out using:

- Observation of pupils as they work; discussion with pupils as they work;
- Oral questioning to encourage discussion;
- Self-evaluation of written work, map/field study work etc.
- Regular curriculum-based quizzes
- Oddizzi Excel is used at the end of each topic taught to assess children's progress and this will indicate any children working ahead of or behind end of year group expectations.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils at work and a level at which the pupil is currently working.

Differentiation

In all classes there are children of different needs and abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

The Environment

Geography at Lord Blyton contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can play in looking after it.

Monitoring

The Geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in geography. The subject leader is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of geography across the whole school.