



**Geography Policy**

**N.Danks**

**November 2022**

**Approved by Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Intent**

At Lodge Farm we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum.

* It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.
* **We** **intend to develop children’s curiosity and a fascination of the world and its people that will remain with them for the rest of their lives**.
* The units offer a range of opportunities for investigating places around the world as well as physical and human processes.
* The lessons are intended to improve children’s geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

**Implementation**

At Lodge Farm, teachers create a positive attitude towards geography learning and reinforce an expectation where all pupils can thrive and participate in their learning. Through effective teaching in Geography, pupils build on knowledge and skills through the following:

* Geography is taught weekly in KS1 and KS2 withhigh quality planning which is created following the knowledge and skills progression document to ensure geographical skills are accounted for; using the Medium-Term to support this learning journey; where misconceptions can be identified, these are addressed in planning and delivery of lessons. Teachers are able to access different resources to support their planning, including using the Geographical Association and Oddizzi. While planning, consideration is given to how children, of all abilities, are challenged within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion.
* In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe, ask, and answer geographical questions.
* In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge.
* All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.
* Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met.

**Early Years** explore Geographical themes and content through the **‘Understanding the World’** and **‘Mathematics’** strands of the Early Years Foundation Stage Profile (2022). Through this, children at the expected level of development will be able to:

* 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.
* 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.
* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.

**Impact**

We believe that the impact of using Oddizzi alongside the medium term plans to support teaching Geography lessons as the basis of our curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books.

* All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth’s key physical and human processes.
* Children will begin to make relevant links from geography to other curriculum subjects, such as history and science.
* They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.
* All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.
* Children will become competent in collecting, analysing and communicating a range of data gathered.
* They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways.

**Inclusion and the Geography curriculum**

Learning Geography in an exclusive way- This is an inclusive framework for learning that takes account of how learners learn.

* As such, it provides a structure that accommodates the different ways our pupils learn.
* Adaptations and scaffolding is in place to support all the pupils in our classes.
* This is teacher led as they know their pupils learning style better than anyone does.Geography Curriculum drivers

**British Values, Equality, Inclusion and Diversity**

At Lodge Farm, children build their relationship with our British Values, whilst studying Geography. We provide a curriculum that is representative of all learners within our community and children are given ample opportunities to deepen their understanding of the world around them and its diversity. To ensure this is met, medium term plans have been developed by the subject leader.

* Within the Geography topics, pupils will be able to develop an understanding of what life is like in other countries and compare key differences and similarities between this and their own. This promotes ***their mutual respect and tolerance*** towards others and provides them with a deeper knowledge of diversity.
* ***Democracy and individual liberty*** are promoted in many strands of the geography curriculum. Children are encouraged to feel confident in expressing their ideas and opinions in class discussions and are able to have a freedom of expression whilst respecting others.
* ***The rule of law*** is also promoted when children explore and evaluate the decisions of governments and policy makers. We discuss current affairs that are effecting the lives that we live in now particularly climate change. We as a school have a dedicated eco committee and we are mindful of our carbon foot print.

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| Aspiration | Pupils at Lodge Farm primary school are encouraged to be curious about their role world. It is important for children to know the impact they have on the environment and how our actions can make a change. The children work closely with their teachers and eco committee to discuss what they can do to make a difference such as could we recycle more or reduce our carbon footprint in other ways. Each year group has a progression of skills in map work and they are encouraged to use different types of maps and atlases, which will help them in their adult lives. Due to the frequency that we teach Geography (1 hour per week), the children at Lodge Farm are exposed to a varied Geography curriculum which is designed to inspire and encourage children to flourish. |
| Healthy Lifestyle | Our Geography Curriculum at Lodge Farm gives children the opportunity to access the outdoors and experience the nature around us. We have a vast outdoor area available for all pupils which teachers and pupils understand the benefits of the outdoors for a person’s physical and emotional wellbeing. Children are exposed to the wide world during their Geography lessons and they begin to understand that your geographical area can affect a person’s lifestyle. Local resources and land use can have an influence over the health and nutrition of a population. The children learn about foods are sourced and that land use is a vital geographical skills. They also know what is needed to transport foods around the world to promote a healthy life style. |
| Communication | In Geography at Lodge Farm, children are encouraged to work collaboratively to create plans, contribute to research and work together to solve problems. Children are encouraged to share their findings and to reflect on their learning through their self-assessment at the end of each lesson. |
| Knowledge of the World | Our Geography curriculum is limitless in where it can take our pupils. We explore the world in detail, as geography is a spiralised curriculum children build on these skills as they move into each year group. We encourage children to ask questions about the wider world and want children to explore what that can whilst they attend Lodge Farm. We have a strong ethos around school about improving our carbon footprint. We have committed children who litter pick every lunchtime and an eco-committee who strive towards make the world a better place. |

**Geography Curriculum drivers**

**Supporting documents include:**

* Planning and expectations
* Knowledge organisers for teachers and parents
* End of unit assessment grids
* Medium term plans for KS1 and KS2
* Progression of knowledge and skills (EYFS- Year 6)
* Long term plan