



## **The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools**

### **Our Geography Vision**

Geography lessons at Antrobus St Marks and Great Budworth CE (A) Primary School inspire in pupils a curiosity and fascination about the world they live in. Our pupils learn about diverse places, people and environments, with a deepening understanding of the Earth's key physical and human processes. As a school, we believe it is important to provide our children with the opportunities to use a range of investigative and problem-solving skills, both in and outside the classroom.

Our direction stems from our mission statement: "By God's grace we love to learn and learn to love." This underpins all aspects of school life and aims to promote the full potential of every child through a curriculum which develops spiritual, academic, social and emotional growth.

We shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

### **Intent**

At Antrobus St Marks and Great Budworth CE (A) Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Primary School and also to their further education and beyond.

### **Implementation**

Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth

will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

### **Teaching and Learning**

Geography is taught by the class teacher, who is responsible for the planning and teaching of geography within their class. Each class teacher will ensure that the relevant areas of study are covered for their class by using the 2014 National Curriculum and Long-Term Plans.

Teachers will use a balance of:

- Teacher prepared material
- Published resources
- Practical tasks
- Educational visits
- Workshops and visitors in school
- Theme days
- Occasional homework tasks
- Internet resources

### **Impact**

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. Children also record what they have learned comparative to their starting points at the end of every topic. 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.

### **Continuity and Progression**

Following the 2014 National Curriculum ensures continuity and progression in the children's learning throughout the school. While the content of each geographical based learning theme is different, there should be ample opportunity to cover a range of Skills, Knowledge and Understanding:

- Across areas of study within a key stage.
- Across EYFS, KS1 and KS2.

### **Assessment, Record Keeping & Reporting**

Assessment is an integral part of planning and practice and is carried out in a variety of ways.

- Through informal observation, talking to the children about their work, assessing the product of their activities e.g., drawing, booklets, projects, photographs etc.

- Collecting evidence from a child's responses to a selected task.

### **Cross Curricular links**

Geography makes a significant contribution to the teaching of literacy and vice-versa, as it actively promotes the skills of reading, writing, speaking and listening, for example children may enhance their oracy skills through discussion, debate, posing and answering questions. Through mathematics Geography teaches the children how to represent objects with maps. They study space, scale and distance and they learn how to use four-and six-figure grid references. Children also use graphs to explore, analyse and illustrate a variety of geographical data. Provision is made for children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet, including using Google Earth as it brings a variety of perspectives to the children. We also offer children the opportunity to use the digital camera to record and use photographic images. In PSHE Geography lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material, learn how environments are changed for better or for worse, the changing landscape and environmental issues leads children to ask questions about the evolution of the planet.

### **Spiritual, Moral, Social and Cultural Aspects**

Geography contributes to SMSC development through opportunities to reflect on the diverse nature of our world, thinking about changing landscapes and the environment and developing our awareness of issues surrounding climate change. Studies of people and physical geography gives children the chance to reflect on social and cultural characteristics of society.

### **Community Links**

Geography contributes to the community by promoting the study and understanding of the local area. The school uses the local community to enrich the geography curriculum by inviting visitors into school to talk about the local area and how it has developed and through activities based in and around the local area.

### **Resources**

There is a range of resources for geography themes in school. These are kept in topic boxes in the resources area. Where room permits each theme has its' own shelf or topic box and is clearly labelled. The library contains a growing supply of non-fiction themed books and atlases to support the children's research and learning. We also encourage the use of the educational resources' library based at Winsford.

### **Review**

The policy will be reviewed by the subject leader every 2 years.

Reviewed by: Sharon Singh

Date: October 2019

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

Date:.....

Review Date: Every 3 years