



Purpose of Study

We aim for the children at Norton CEVC Primary School to grow into, and understand, their roles as 'Global Citizens', one of our four curriculum drivers. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions.

Wherever possible, we involve the children in 'real' geographical activities: in Key Stage 2 there are two local studies, one focusing on the The Black Bourn River and the Grove Farm Nature Reserve, and another which looks into the issues of traffic and road safety in the village.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources

Geography Curriculum Planning

Geography is a foundation subject in the National Curriculum. We have ensured that the children receive a balanced geography curriculum across the school which incorporates all the necessary research, reference and recording skills.

Our curriculum planning is based on National Curriculum objectives.

The medium-term planning allocates specific and discrete studies to each year group that allow children to develop the necessary skills and knowledge required in their Key Stage. Each year group plan the curriculum and activities to answer specific learning questions throughout a block of lessons. The key geographical knowledge and skills are mapped out over both Key Stages to ensure all children cover every objective. The studies are designed where possible to build on existing knowledge so that progression is visible to learners.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Teaching Geography to children with SEN

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to

all children. We enable pupils to have access to the full range of activities involved in learning about geography.

Cross-Curricular Learning

All geographical studies provide opportunities for teachers to promote skills in other curriculum areas. English skills may be developed, for example, through report writing, debating, reading, recording information, speaking and listening. Mathematics may be enhanced through the study of space, scale and distance and the use of four figure and six figure grid references. Children also use graphs to explore, analyse and illustrate a variety of data.

Aspects of our geography curriculum relate to some of the issues that arise in the teaching of personal, social and health education and citizenship, for example, the impact of humans on the environment both at home and abroad. Furthermore, the nature of the subject means that children have the opportunity to take part in debates and discussions about world issues, from water and energy conservation, to the threats to our oceans and rainforests. Children also have the opportunity to become actively involved in school clubs which encourage discussion amongst all ages and taking action to become an active member of society, through the Eco Club & becoming a JRSO (Junior Road Safety Officer).

We offer children in school many opportunities to examine fundamental questions in life through the medium of geography. For example, work on the changing landscape and environmental issues leads to questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

In some cases, computing may be used to enhance our teaching of geography, wherever appropriate, in each key stage. Children might use their skills in data handling and in presenting written work. They have opportunities to research information through the Internet and libraries of digital images (for example using aerial photographs, Google Maps, videos).

Assessment

The DfE have defined learning as 'a change in long term memory'. Therefore, units of study, and sequences of lessons within these units, are carefully structured to ensure that children's knowledge and vocabulary builds cumulatively. Teachers assess children's work in geography by making assessments as they observe them working during lessons, but are careful to recognise the difference between superficial and deeper learning. They record the progress that is made by assessing the children's learning against key performance indicators taken from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Resources

We have sufficient resources and equipment in our school to be able to teach all the geography units from the national curriculum, but aim to replenish or improve these resources where necessary. We have a good supply of geography topic books, atlases, maps, globes and access to a wide a range of educational websites to support children's learning.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out studies into the local environment at both Key Stage 1 and Key Stage 2, and we also give them opportunities to observe and record information around the school site. Fieldwork studies are also carried out at various locations around the UK in both Key Stage 1 and Key Stage 2.

Promoting SMSC through the Geography Curriculum at Norton Primary:

The Geography curriculum provides opportunities for SMSC to be incorporated regularly by teaching children about their moral responsibility to care for the world they live in. By gaining a wider knowledge of contrasting economic climates our children gain a sense of thankfulness. They are encouraged to be empathetic towards others around the world and to reflect on the life they have within a village setting. Children will take part in studies of their local area, which encourage them to become more culturally aware of the society around them. By doing this, children will gain a knowledge and respect of other faiths, cultures and beliefs but also be fully encouraged to reflect on their own faith and how this impacts on their view of the world. A huge focus within our Geography curriculum is the difference between human and physical Geography and being able to give examples of each. By studying the physical Geography of a locality, pupils are provided with opportunities to marvel at

God's creation, therefore creating moments for awe and wonder, which we consider to be highly important.

Spiritual

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Moral

Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

Social

Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Cultural

Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.

Monitoring and Review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also 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.

This policy will be reviewed every two years.

Next Review September 2025