



## Lambton Primary School Geography Policy

### 1. Rationale

We are keen to develop children's natural curiosity in the world around them and to promote a desire for discovery. Therefore, teaching encourages geographical inquiry by using resources such as maps, atlases, aerial photographs and ICT, and also makes use of the local environment. Learning involves children examining a variety of physical and human conditions, and children develop a sound knowledge of places, people and resources, and the formation and use of landscapes and environments. Children should develop a deep understanding of how the Earth's features are shaped, interconnected and changed over time.

### 2. Aims

At Lambton Primary school we aim to:

- Develop contextual knowledge of the location of globally significant places and take opportunities within the curriculum for children to engage with maps, globes and atlases.
- Encourage geographical inquiry, providing children with stimulating resources to generate open-ended activities so that children are independently discovering things for themselves.
- Provide opportunities for children to interpret a range of sources of geographical information, including: maps, diagrams, globes and aerial photographs.
- Allow for children to present geographical information in a variety of ways, including through use of maps, numerical and quantitative skills and writing at length.
- Deepen children's understanding of geographical processes through experiences of outdoor learning and fieldwork.

- Promote a sense of global citizenship, so the children are aware of their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

### **Opportunities for cross-curricular learning**

Wherever possible and appropriate, cross-curricular links should be identified.

- Maps, globes and atlases will be used to enhance children's understanding of key concepts across the curriculum.
- ICT will be used for: digital mapping, research, presentational purposes, and collecting, analysing and handling data.
- In PSHE, children will be given a sense of responsibility for the environment and the people of the world we live in.
- There are many opportunities for mathematical links through: data handling, directions (compass points), map skills using keys and four and six-digit grid references, investigating distances, and looking at different climate zones.
- Links to English can be made, using recounts (postcards, letters), persuasive writing (advertisements, brochures) and non-chronological reports.

### **Key concepts**

The teaching of Geography encompasses the acquisition of four key areas of learning:

- Place knowledge  
*Understanding geographical similarities and differences through studying the 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.*
- Locational knowledge  
*Locating countries, cities and geographical regions, including their key human and physical characteristics, key topographical features and land-use patterns.*
- Human and physical geography

- 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 field work  
*Using maps, globes, atlases and digital mapping to locate places and describe features studied. Using compass points and grid references to develop an understanding of the UK and the wider world. Use fieldwork to observe, measure, record and present the human features in the local area.*

### **Planning and assessment**

There will be evidence in the learning environment of:

- Progress in the children's learning, specifically related to Geography skills (in their books, in displays on the walls, in conversation, in their learning behaviour).
- Investigating the physical and human features of the world.
- Investigating changes in the local area and further afield.
- Study of environmental issues and considering the effects people have on the planet.
- Providing opportunities to learn through geographical enquiry
- Providing opportunities to develop ideas through collaboration and argument/discussion.
- Using different sources of evidence (including other people's experiences and knowledge).

#### **Teachers will ensure that:**

- Geography subject content is taken from the new National Curriculum. Teachers must use key objectives from the geography assessment framework for their year group and outline these on their mid-term plans.

- When covering areas of the geography curriculum, there are opportunities for children to investigate, handle artefacts, look at pictorial evidence, watch geographical footage, take part in role play activities, visit relevant sites and carry out field work.
- Relevant links between subjects are maximised.
- Maps of the UK and the world are displayed in every classroom, as well as providing children with appropriate topic books.
- At the end of a unit of work, children will be assessed against the key objectives in geography for their year group.
- - The role of the Geography co-ordinator is to:**
  - Support colleagues in teaching the subject content across their topics.
  - Renew, update and complement resources needed to deliver the curriculum.
  - Audit and monitor current practice.
  - Monitor assessment and record keeping, ensuring progression and continuity.
  - Keep staff informed of developments or changes in the geography curriculum.

Ratified by governors spring 2016

Next review: summer 2018