



Geography Policy

Geography is a valued part of the curriculum at Lyncrest Primary School as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the Earth and its people. 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. 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.

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment.

Through the teaching and learning of Geography, we seek to develop these key characteristics of geographers:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Teaching and Learning for Geography

Classes undertake a sequence Geography lessons every half term. Teachers follow the teaching and learning policy when delivering Geography lessons. The principal aim is to develop children's knowledge, skills and understanding in the subject so that this knowledge and understanding can be applied and progressed upon as they move through year groups. During Geography lessons there is a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Geography Curriculum Planning

The National Curriculum is used as the basis of curriculum planning, with specific guidance provided by Chris Quigley Essentials to plan Geography lessons that work towards threshold concepts and their relative milestones. These concepts and milestones form the intention for the children's learning and planning is based around meeting these intentions.

These intentions are:

To investigate places (their location and human and physical features.)

To investigate patterns (understanding how physical geography influences the formation of human geography)

To communicate geographically (understanding geographical representations, vocabulary and techniques.)

Geography across the school builds upon prior learning and as such intentions are repeated across year groups; however, a progression is found within the milestones we wish for the children to achieve across each year group. This progression can be found in the long term Geography plan within the Chris Quigley Essentials scheme.

Geography in EYFS

Teaching and learning within geography for pupils in the EYFS is delivered and monitored via the 'Understanding the World' strand of the curriculum. This is delivered through a range of topics that let them explore their immediate environment and the wider world. The focus for geography within this strand is concentrated in the Early Learning Goals of:

- People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.

Assessment Practice for Geography

We use general assessment practices in this subject as outlined at the start of Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'. Children's progress is recorded in their individual Learning Logs.