

# CANTRELL PRIMARY AND NURSERY SCHOOL



## GEOGRAPHY POLICY

**May 2024**

## National Curriculum

The National Curriculum states: “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.”

### Curriculum Intent

Geography at Cantrell – A Tour of the World. Geographical understanding fires children’s curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It helps children to make sense of our place in the world and is central to their development as informed, active and responsible citizens. We value the importance of teaching current global issues, such as sustainability, and are confident to use specialist vocabulary. We want our Geography to be meaningful, exciting and relevant to the children. We want the subject to be fun, creative and interactive. We maximise every opportunity for developing our place and locational knowledge by using maps and sharing images identifying where historical times began, where children have been on their holidays, where authors were from, where stories are set.

Our youngest learners take small and carefully guided steps through our school gates, while our independent Year 6s are encouraged to enjoy giant leaps around the world! Through our Geography we want our children to become ready, resilient, resourceful, reflective and responsible learners and to have a holistic view of the world around them. Our intent is to equip our children with not only the minimum statutory requirements for the geography National Curriculum, but to prepare them for the opportunities, responsibilities and experiences of later life in an ever-changing world.

We ensure that the ‘Geography Skills and Field Work’ component of our provision is built-on and developed throughout children’s time at our school so that they can apply their knowledge of geography when exploring the outdoors, building arguments and explaining processes confidently. We want them to leave Cantrell continuing to ask questions and be curious about our planet. Our aim is to ensure that all children:

- Develop an active interest in geography and enjoy geography-based activities;
- Gain a secure foundation of geographical knowledge, understanding and skills;
- Develop the ability, and confidence, to apply their geographical knowledge and skills to everyday life and all other areas of the curriculum;
- Develop confidence, initiative and perseverance when tackling problems and exploring new situations;
- Gain experience of working co-operatively towards a common goal giving consideration to others;
- Gain knowledge and understanding of the human and physical processes that interact to form our world and understand the effects of their actions on the environment.

## Planning

Curriculum planning is carried out through a long term and a medium-term plan. A geography progression ladder has been created to ensure that all national curriculum objectives are covered during their time at Cantrell.

We empower our staff to organise their own year group curricula under the guidance of our subject leader. Teachers are best placed to make these judgements working to their strengths, skills and interests. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's understanding and to ensure new concepts and skills are committed to their long-term memory.

## Curriculum Implementation

### Teaching

#### Foundation Stage

The majority of geography learning comes under Understanding the World in the EYFS. Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them encounter a variety of maps, different people and their cultures and to investigate their immediate and local environments – indoor and outdoor. Focussed activities are planned fortnightly to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their geographic skills, curiosity and a widening vocabulary, is planned weekly.

#### Key stage 1

In Key Stage 1, geography teaching is taught through a topic-based approach, making as many meaningful cross-curricular links as possible. This ensures that children are immersed in the topic and specialist vocabulary, developing their enquiry skills and making learning purposeful and relevant to them. The main focus of geography teaching in Key Stage 1 at Cantrell for all children to become more familiar with the United Kingdom and where it belongs in the world, in comparison to other places that the children may have heard of through following their own interests.

#### Key stage 2

In Key Stage 2, geography is taught in units through discreet lessons, however cross-curricular links are made where appropriate. The main focus of geography teaching is to enable pupils to broaden their knowledge and understanding of physical and human processes in the world around them. They begin to use digital mapping systems and develop their map reading skills, until they can use 6 figure grid references. As much as possible, teaching is through hands-on, outdoor experiences and begins to use a wider range of secondary sources, such as diagrams and graphs. Children have increasing opportunities to collect and interpret geographical data. As children progress through the Key Stage, they should encounter more abstract phenomena and begin to recognise how these biomes help them to understand how the world around them works. This widening knowledge also gives the children a foundation to make more sustainable choices. Teaching encourages children to be enthusiastic and excited about their new

geography learning. Our children leave Cantrell developing their sense of place on the planet and excited at the prospect of broadening their geography knowledge!

#### Teaching Geography to children with Special Needs

We teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our work in geography takes into account the targets set in the children's EHCP (education healthcare plan), IPM (individual provision map) or PSP (pupil support plan).

The environment

#### Contribution of Geography to Teaching in Other Curriculum Areas

##### English

Geography contributes significantly to the teaching of Literacy at Cantrell by actively promoting the skills of thinking, reading, writing, speaking and listening. This starts at the earliest levels of children's geographic learning, in the Early Years, contributing to children's language acquisition. Children develop their vocabulary throughout their geography career, constantly developing their specialist vocabulary through experiences in which geographical terms are introduced and used by the children as they discuss and talk about what they have learnt. The children develop oral skills in geography lessons through discussions and through recounting their observations of physical processes. This understanding of geographical language allows them to develop their writing skills through creating written accounts of processes or phenomena. As in all areas of the curriculum at Cantrell there are opportunities for children to develop their reading skills; children are exposed to a wide variety of texts in geography, and teachers ensure that appropriate non-fiction topic books are available to children for each new unit of learning. Where appropriate, geography learning may be linked to a fiction book, as a stimulus for learning.

##### Maths

Geography contributes to the teaching of mathematics in a number of ways. There are many opportunities for children to apply mathematical knowledge and skills through the geography curriculum. For example, collecting geographical data by using different scales; learning to estimate and predict, as well as collecting and recording data; applying problem solving skills when planning and conducting field observations; developing the skills of accurate observation and recording of events; they can often use numbers and data, that they have interpreted, in their answers, comparisons and conclusions.

##### Computing

Geography provides a meaningful context to practise and apply computing skills. Websites, such as Google Earth or Digi-maps, allow children to experience online mapping. This can help them better understand a locality they are investigating or reflect on what they have learned after an off-site visit.

## Personal, Social and Health Education (PSHE) and Citizenship

Geography makes a significant contribution to the teaching of personal, social and health education through the teaching of different cultures, the widening of horizons, as well as the children benefitting from opportunities to enjoy nature and being outside! Bulwell Forest Garden is an area that is used by the children where they undertake Forest School.

## Spiritual, Moral, Social and Cultural Development

Geography teaching at Cantrell offers children many opportunities to examine some of the fundamental questions in life, for example, how the world was created and came to look as it does today! Through many of the amazing processes that affect humans, children develop a sense of awe and wonder regarding the natural world. Geography raises many social and moral questions. Through the teaching of geography, children have the opportunity to discuss, for example, the effects of pollution and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet and how geographical knowledge can contribute to the way we manage the Earth's resources, linking to the school's commitment to incorporating sustainability into our curriculum. Geography teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people and the environment, on both a local and global level.

Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study. The children are prepared for life as young adults by being made aware that their voice can be heard in a range of forums. They learn to make choices and share decisions.

## Science

Geography, by its very nature, has close links with science. Both seek to discover, explore and understand the world around us. The "Working Scientifically" strand links closely with enquiry-based learning in the geography curriculum. Through topics such as Plants and Rocks, appropriate geographical learning and enquiry occurs as part of the comprehensive science learning.

## Curriculum Impact

Our geography curriculum is high quality, well thought out, deliberate and progressive. By the end of EYFS we expect children to be able to spot change in their immediate and local environments and be able to voice opinions on places. They will be able to give their likes, dislikes and tell stories about places that are important in their own lives, as well as places they have visited with school. They will understand that different people like different things and have experienced different cultures.

By the end of Key Stage 1, we expect most children to meet age-related expectations within the subject. They will be able to locate and name the equator and the poles on a globe and map. They will be able to estimate Nottingham's location on a map and be able to describe how Nottingham is different to extremely hot or cold places. They will understand that recycling is an important part of everyday life and that human actions have impacts on our planet.

By the end of Key Stage 2, we expect the vast majority of children to meet age related expectations within the subject. Our children will have experienced geographical fieldwork. Our

children will have widened their knowledge and use of specialist geography vocabulary. They will be able to explain a variety of physical features from around the world and be able to name key landmarks across the globe. They will understand physical processes, such as the water cycle, and how this impacts on human life. They will have deepened their understanding of human impact on the environment and be able to make informed choices regarding their carbon footprint. All children will have experienced map reading, including OS and digital, up to 6 figure grid references and the majority will be able to use these to find major cities and countries around the globe.

We hope that all of our children leave Cantrell with a passion for protecting our planet, a love of exploring the world and an appreciation of their own and their friends' cultures.

#### Assessment

Throughout school, teachers will assess children's work formatively in geography, through observations, questioning and marking. These assessments inform the teacher's planning for future lessons, to ensure progression of all children. At the end of a unit, the children complete an end of topic quiz. This highlights the areas that need recapping in future starters and to inform future planning.

#### Monitoring and Review

Monitoring of the standard of children's work and of the quality of teaching in geography is the responsibility of the Senior Management Team and geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The head teacher allocates leadership time to the geography subject leader so that they can review samples of children's work and undertake lesson observations of geography teaching across the school. The subject leader keeps a comprehensive portfolio of samples of pupils' work which demonstrate typical provision on each of the subject specific strands. Governors are invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.