



Love, Care, Share...

Love learning as friends; Care for our community as neighbours; Share our faith in Jesus as disciples.

How does Geography support our vision, mission, values and aims?	In line with our Mission Statement, we aim that our Geography curriculum equips our children with a love of learning, as they develop their knowledge and understanding of places, people and environments. Through their work in Geography, our children are encouraged to be stewards of God's creation, to develop a sense of awe and wonder and to gain an appreciation of the diverse nature of the human race so that they 'care for our community as neighbours'.
What are the National Curriculum requirements for Geography?	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
How is Geography taught?	Geography skills are taught through whole class and group activities, as well as through independent enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in "real" geographical activities, for example, research of a local environmental problem, or use of the Internet to investigate a



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	current issue. The key skills taught are Geographical enquiry and skills, geographical skills and fieldwork, locational knowledge, human and physical geography and place knowledge. These skills are applied during our 'Local Geography Week'. The school uses the <i>Connected Geography</i> scheme; this scheme has been chosen because it is enquiry-based and promotes progression. In order to meet the needs of our children, particularly those with EAL, additional activities are integrated into each unit, so that key vocabulary is introduced prior to the more challenging units from the main scheme. Remote Learning: In the event of a school closure, remote learning will be provided via the Seesaw platform. Wherever possible, remote education will align as closely as possible with our in-school provision, providing breadth, balance and progression. In Geography, the following resources will be used to deliver the curriculum: • Connected Geography • Oak Academy • Twinkl The following approaches may be utilised: • Pre-recorded teaching input videos • Written tasks, including Power Points; written explanations • Zoom calls for live discussion / input • Practical / creative activities The school recognises that some adaptations may have to be made to address the additional challenges of children having to work at home. In Geography, units and resources will be tailored to meet the needs of learners. (See also Remote Learning Policy)
How is SMSC developed through Geography?	<u>Spiritual</u> – Appreciate the awe and wonder of the natural and man-made environments. <u>Moral</u> – Explore moral issues through a range of geographical topics e.g climate change, Fairtrade adaptation and deforestation. <u>Social</u> – Encourage co-operative working both within the classroom and on field work. <u>Cultural</u> – Study cultures, traditions and belief systems such as Amazonian tribes



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How is Geography assessed?	We assess the children's work in Geography through observations and written work. Teachers record the attainment of pupils against the relevant National Curriculum objectives set out on the School Geography Assessment Framework. Assessment outcomes are recorded each term – children are judged to be either working towards, achieving expected standard or at greater depth.
How is Geography monitored?	Geography is monitored at least once per term. This may take the form of discussions with pupils, scrutiny of work, gathering assessment data and evidence and observations as part of learning walks.
Cross – Curricular Links Extra Curricular Visits and Visitors	Topic links are made where appropriate. Key skills are taught to develop a good level of understanding and are then applied through class topics. Meaningful links have previously been made with History, Art, Computing, Maths and English. The following examples of visits and visitors enrich the Geography curriculum: * Formby * Blackpool Zoo *Rivington *Lytham St. Annes *Local area – orienteering *Residential - Shropshire
Report to Governors:	Termly through Head teacher's written report. Presenting to Governors: Autumn 2027 Policy Review – September 2027