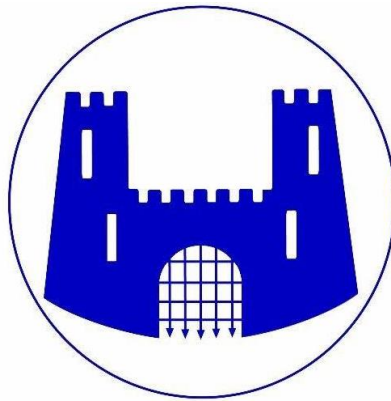


Ludgershall Castle Primary School



Geography Policy
2020

Our shared vision for Ludgershall Castle Primary School is of a happy, vibrant learning community, improving together. We are working with pupils, parents and the wider community to create the supportive atmosphere of trust and mutual support in which we all thrive.

'Learn, Have Fun, Succeed' are carefully chosen words that encapsulate the aims of our school. With this in mind:

- ☆ We want learning and teaching to be fun for all;
- ☆ We 'have a go' and try our best and celebrate our successes;
- ☆ We want to care for and respect everyone in our school as everybody matters;
- ☆ We want school to be a safe place for everybody;
- ☆ We know that learning is for life; and
- ☆ We all want to be good citizens.



Vision

At Ludgershall Castle Primary School, we have the following vision for *Geography*:

Our *Geography* curriculum aims to provide all children with an enjoyable, engaging and inspiring *Geography* education which includes a range of experiences, forming a life-long love of *Geography*. We feel it is our responsibility as teachers to offer each child the opportunity to participate in the exploration of *Geography* both within the classroom and through fieldwork experiences. We want to inspire children to be curious about the natural and built environments both at home and around the world invoking a curiosity about people and places. We hope that by providing children with an understanding of physical and human *Geography* they will then be able to use these skills to explore their surrounding area and the wider world. We also hope this foundation will provide them with a good understanding of *Geography* in order to support further learning at secondary school and beyond.

Why study *Geography*?

Geography provides children with an understanding of the world around them. It offers an opportunity for children to explore, appreciate and understand the world in which we live. It creates opportunities for all children to explore places at home and abroad. Through the study of human *Geography* children gain an appreciation for other cultures and lifestyles around the world. Whilst studying physical *Geography* develops their understanding of the importance of our natural environment, conservation and sustainability. *Geography* enables children to develop their map reading and drawing skills as well as research, investigation, analysis and problem solving.

National Curriculum

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.

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; and
- ☆ 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)* and communicate *geographical* information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our Intent

Geography should be fun and engaging. Fieldwork should be incorporated into learning experiences, utilising local areas where possible to bring learning to life. Opportunities should be made for children to make connections with their local area and environment in order to contextualise their learning. Opportunities should be provided to study, analyse and explore Geography throughout a child's learning journey at Ludgershall Castle Primary School.

We aim to raise standards in Geography across the school ensuring progress and consistency by:

- ☆ Creating opportunities to explore their local area;
- ☆ Incorporating case studies to develop their understanding of the wider world;
- ☆ Encourage enquiry and questioning; and
- ☆ Developing map reading skills.

We are also committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability as Geography plays an important part in the celebration of religious and cultural festivals.

Our Implementation

As a whole school we aim to conduct at least one field study a year within the locality of the school. We ensure all children have fulfilled the National Curriculum expectations over a two year period. We have also adopted an enquiry approach to learning using questions to direct the children's learning. Key skills are embedded and taught alongside topics and enquiry questions. The Learning Ladders we use at Ludgershall Castle Primary School show progression and follow the National Curriculum objectives for Geography.

Geography in EYFS

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- ☆ Observe, find out about, and identify features in the place they live and the natural world;
- ☆ Begin to know about their own cultures and beliefs and those of other people; and
- ☆ Find out about their environment, and talk about those features they like and dislike.

Geography Key Stage 1

In the Key Stage 1 Curriculum pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

This is reflected in our Key Stage 1 learning ladder:

Skills to develop	Ask and answer geographical questions using geographical knowledge and fieldwork
	Describe a location in term of town, city, village, coastal or rural
Locational knowledge	name and locate the world's seven continents and five oceans
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
	Understand geographical similarities and differences through studying a small area of a non-European country
Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography at Key Stage 2

In the Key Stage 2 Curriculum pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

This is reflected in our Lower Key Stage 2 Learning Ladder:

Skills to develop	Ask and answer geographical questions about physical and human characteristics of a location
Locational knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe some of the characteristics of these geographical areas
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and other countries
	Explain own views about locations, giving reasons
	Use a range of resources to identify the key physical and human features of the local area and how it has changed over time
Human and physical geography	Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle
	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
	Use basic geographical vocabulary to refer to: 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
Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

It is also reflected in our Upper Key Stage 2 learning ladder:

Skills to develop	Collect and analyse statistics and other information in order to draw clear conclusions about locations
Locational knowledge	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map)
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place knowledge	Understand some of the reasons for geographical similarities and differences between countries
	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location
	Name and locate the countries of North and South America and identify their main physical and human characteristics
	Describe how locations around the world are changing and explain some of the reasons for change
	Describe geographical diversity across the world.
	Describe how countries and geographical regions are interconnected and interdependent
Human and physical geography	Identify and describe how the physical features affect the human activity within a location
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
	Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Use basic geographical vocabulary to refer to: 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
	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
Fieldwork	Collect and analyse statistics and other information in order to draw clear conclusions about locations
	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways
	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world
	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

Scheme/Programmes of Learning

We do not follow a scheme or programme of learning for Geography.

Cross Curricular Links

There are a number of cross curricular links which are listed below:

- ☆ Science: The National Curriculum highlights the link within the Year 3 Science curriculum, Rocks. The curriculum states that pupils should explore different kinds of rocks and soils, including those in the local environment.
- ☆ History: Geography can be studied closely alongside a history topic including looking at how and why settlements were located in an area as well as comparing and contrasting areas today with evidence from the past.
- ☆ Art: Landscapes and settlements can be used to inspire artwork across the curriculum. Many artists used and still use natural and the built environment within their work. Exploring the artist of the term where they are from and the significance to their chosen medium and art form.
- ☆ English: Landscapes, natural disasters and settlements provide a strong stimulus for fictional and non-fictional writing and reading.
- ☆ Maths: During fieldwork maths can be incorporated to record and represent data. There is also a direct link with position and direction modules to map reading and coordinates.
- ☆ Religious Education: Exploring settlements and understanding the locational choices of people and places can often be studied alongside religion and places of religious significance.
- ☆ Computing: Using technology and relevant programmes to collect and record data during fieldwork studies.
- ☆ Music: Exploring music from around the world linked to case studies of people and places and exploration of countries.
- ☆ PSHE: links to farming (home grown produce) and healthy eating.
- ☆ MFL: Direct links to areas around the world that speak French.

Resources

Although we do not follow a specific scheme of learning we ensure that we use reliable resources to support our learning including:

- ☆ Digimaps for Schools;
- ☆ National Geographic;
- ☆ Geographical Association;

- ☆ BBC Bitesize;
- ☆ Google Maps for Education; and
- ☆ Worldmapper.

These resources are in the form of case studies, maps and videos and also provide example activities.

Each teacher has been provided with a breakdown of available resources and these have been linked directly to the objectives for each year group. Copies of the resources available are provided below.

KS1 Objectives and Resources

	Context	Resources
Skills to develop	Ask and answer geographical questions using geographical knowledge and fieldwork	Enquiry question for each new topic. See below example.
	Describe a location in terms of town, city, village, coastal or rural	https://www.geography.org.uk/Shop/Key-stage/Key-stage-1/Barnaby-Bear-at-the-Seaside/9781903448137
Locational knowledge	Name and locate the world's seven continents and five oceans	https://www.geography.org.uk/write/MediaUploads/teaching%20resources/AM_Lesson_Plan_3.pdf Lesson Plan for teaching continents.
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	https://www.geography.org.uk/teaching-resources/investigating-settlement
Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	https://www.geography.org.uk/teaching-resources/investigating-settlement
	Understand geographical similarities and differences through studying a small area of a non-European country	https://www.geography.org.uk/teaching-resources/kenya-map-activities
Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	https://www.geography.org.uk/barnaby-bear-through-the-seasons https://www.geography.org.uk/teaching-resources/investigating-weather
	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	https://www.nationalgeographic.org/glossary/
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	https://www.nationalgeographic.org/glossary/
Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	https://digimapforschools.edina.ac.uk/

	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	https://www.geography.org.uk/teaching-resources/investigating-grid-references-and-map-symbols
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	https://www.geography.org.uk/Artful-Maps-resource
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	https://www.geography.org.uk/teaching-resources/investigating-settlement

LKS2 Objectives and Resources

	Context	Resources
Skills to develop	Ask and answer geographical questions about physical and human characteristics of a location	https://www.geography.org.uk/teaching-resources/investigating-settlement Enquiry question for each new topic. See example below.
Locational knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	https://digimapforschools.edina.ac.uk/ https://www.geography.org.uk/Artful-Maps-resource
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	https://www.geography.org.uk/Artful-Maps-resource https://digimapforschools.edina.ac.uk/
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe some of the characteristics of these geographical areas	https://www.geography.org.uk/teaching-resources/investigating-longitude-latitude-daylight
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and other countries	https://www.geography.org.uk/teaching-resources/investigating-settlement
	Explain own views about locations, giving reasons	
	Use a range of resources to identify the key physical and human features of the local area and how it has changed over time	https://dfsresources.edina.ac.uk/resource/using-aerial-imagery-quick-ideas-marks-landscape

Human and physical geography	Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle	https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes
	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	https://www.nationalgeographic.org/glossary/
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	https://www.nationalgeographic.org/glossary/
	Use basic geographical vocabulary to refer to: 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	https://www.nationalgeographic.org/glossary/
Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	https://digimapforschools.edina.ac.uk/
	Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	https://www.geography.org.uk/teaching-resources/investigating-grid-references-and-map-symbols
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	https://www.geography.org.uk/teaching-resources/investigating-settlement

UKS2 Objectives and Resources

	Context	Resources
Skills to develop	Collect and analyse statistics and other information in order to draw clear conclusions about locations	
Locational knowledge	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map)	https://www.geography.org.uk/Artful-Maps-resource https://digimapforschools.edina.ac.uk/
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	https://www.geography.org.uk/teaching-resources/investigating-longitude-latitude-daylight
Place knowledge	Understand some of the reasons for geographical similarities and differences between countries	
	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location	https://www.geography.org.uk/teaching-resources/investigating-settlement
	Name and locate the countries of North and South	https://www.geography.org.uk/teaching-

	America and identify their main physical and human characteristics	resources/photos-for-enquiry/s-africa https://dfsresources.edina.ac.uk/resource/americas
	Describe how locations around the world are changing and explain some of the reasons for change	https://www.geography.org.uk/teaching-resources/photos-for-enquiry
	Describe geographical diversity across the world.	
	Describe how countries and geographical regions are interconnected and interdependent	
Human and physical geography	Identify and describe how the physical features affect the human activity within a location	
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle	https://www.geography.org.uk/teaching-resources/investigating-rivers-the-water-cycle https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes
	Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies	https://www.geography.org.uk/teaching-resources/investigating-settlement
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	https://www.nationalgeographic.org/glossary/
	Use basic geographical vocabulary to refer to: 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	https://www.nationalgeographic.org/glossary/
	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	https://www.geography.org.uk/Artful-Maps-resource https://digimapforschools.edina.ac.uk/ https://dfsresources.edina.ac.uk/resource/using-aerial-imagery-quick-ideas-marks-landscape
Fieldwork	Collect and analyse statistics and other information in order to draw clear conclusions about locations	
	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways	Application: Field Study of local area looking at the built and natural environment. Observe location now and use mapping and historical data to compare changes over time. Enquiry Question: How has our local area changed over time?

	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world	https://www.geography.org.uk/teaching-resources/investigating-grid-references-and-map-symbols
	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)	

Assessment and Recording

The National Curriculum states that by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Assessment informs planning and it is good practice for staff to make assessments and keep notes which they find useful. Significant achievement or weakness may be noted and may serve as a basis for planning future challenges and form part of the annual report to parents. Feedback to pupils about their own progress in Geography aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion. Formative assessment is also used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching through small group discussions in the context of a practical task, specific tasks for individual pupils, and individual discussions in which children are encouraged to appraise their own work and progress through peer and self-assessment.

Our Impact

Geography enables children to develop an understanding of the world around them. We encourage children to discuss and share their own thoughts, opinions and ideas in a safe environment, knowing and understanding that their views may be different from others and that this is okay. We aim to provide children with an understanding of how to develop their skills further, should they go on to develop an interest within the Geography profession during their lifetime.

Management and Responsibility

The delivery of the *Geography Curriculum* will be overseen by the subject leader whose main roles and responsibilities include:

- ☆ Contributing to any requirements of the school improvement plan which are linked to *Geography*;
- ☆ Monitoring the delivery of *Geography* throughout the school and advising on any action or development needed;
- ☆ Identifying appropriate training and publishing any CPD opportunities to staff;
- ☆ Supporting colleagues in their planning, implementation and assessment;
- ☆ Keeping up to date and being informed about any developments within the subject;
- ☆ Creating and maintaining an up to date Subject Leaders Folder;
- ☆ Creating links within the cluster and wider community;
- ☆ Promoting enthusiasm for the subject of *Geography* and to demonstrate good practice;
- ☆ Supporting and guiding staff by encouraging the sharing of ideas, successes and achievements;
- ☆ Keeping under review the written policy document for *Geography*;
- ☆ Providing opportunities for fieldwork experiences;
- ☆ Collecting videos and photographic evidence from *Geography* activities around the school;
and
- ☆ Being aware of national and local developments in *Geography* through reading relevant materials and attending courses.