



## Lowerhouse Junior School, Burnley

GEOGRAPHY POLICY	
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*Inspiring a lifelong love for learning*

*Aspiration*

*Integrity*

*Respect*

*Resilience*

*Aspiration Integrity Respect Resilience*

## Overview

### **Intent**

At Lowerhouse Junior School it is our intent to ensure all pupils develop an eagerness to learn and discover new knowledge through geography. We hope children will have a good understanding of what geography means and that the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, will inspire children to show curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We hope children will become equipped with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We hope that as children progress, through high quality geography lessons, children will be enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.

### **Objectives:**

- To engage children's curiosity and fascination about the world through a focus on enquiry and investigation.
- To ensure children have a good understanding of what geography means develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- To study the of location and characteristics of a range of the world's most significant human and physical features, its atmosphere, and of human activity as it affects and is affected by these.
- To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America
- To develop the skills of enquiry, investigation, interpretation, organisation and presentation.
- To equip children with the knowledge of how to make a difference and become positive contributors to caring for our world.
- To provide teachers with regular professional development and engage in monitoring to ensure consistently high quality teaching methods are used across the school

## Implementation

### **Teaching and learning style**

We recognise that in all classes there will be a wide range of abilities and we aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Using key questions to direct pupils' thinking / enquiry and often extended to challenge those pupils who are more able.
- Using a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts. In addition science/geographical resources may be borrowed from Lancashire library loans service.
- Work in a variety of contexts – individually, in groups and as a whole class.
- Encourage children to present their knowledge and understanding in a variety of ways such as through drama, class assemblies, art, models, various writing styles / genre, collage, timelines, sketches, maps thus varying the resources and activities to ensure each pupil can be effective in finding out about the world.
- Use assessment for learning strategies to ensure students fully understand how and what they are learning, how their learning links to other subject areas and how well they are progressing.
- Differentiate to ensure that the varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome. Work will be whole class/group or individual work and appropriate strategies will be employed for the very able and those with special needs.
- Half termly visits/visitors will be used to inspire children and promote an interest of the topic.

## **Geography curriculum planning**

Geography is a foundation subject in the National Curriculum. We use the National Curriculum (2014) Programme of Study as the basis for our curriculum planning, but have adapted this and built on the units of

work using the Lancashire Scheme of Work. Each year group follows a curriculum overview which lists the half termly topics that they will cover to ensure coverage and progression takes place throughout the year groups when teaching geography. It also allows the opportunity for cross-curriculum links across to be made across each topic each class will cover. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each topic. We plan for progression in skills, so that the children are increasingly challenged as they move through the school.

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study for KS1 and KS2. We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan (curriculum overview) maps the geography topics studied in each term (Terms 1-6) during each key stage. In order to address the new National Curriculum 2014, the subject leader has also produced a more detailed curriculum overview for each class with topics, key learning objectives and skills to be covered.

We aim to be cross-curricular and creative in our approach to teaching geography, incorporating in particular, aspects of English, Maths, Art and Computing into our planning. Some teachers might also 'block' parts of their study to fit successfully with other curriculum commitments.

The class teacher writes the plans for each geography lesson (short-term weekly plans). These plans detail the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans for their own records, although the subject coordinator will monitor them on a regular basis.

### **The contribution of geography to teaching in other curriculum areas**

#### **English**

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use during English sessions are geographical in nature. Children develop oracy skills through, for example, discussing geographical questions and themes, drama, role play and presenting their findings to the rest of the class. They develop their writing ability by using and practising different writing forms such as reports, recounts, diary entries, autobiographies.

#### **Mathematics**

The teaching of geography contributes to children's mathematical understanding in a variety of ways. Geography and mathematics are natural partners in the curriculum. Much geographical learning requires the application of mathematical techniques and mathematics teaching is much enhanced by the use of real world data. Children learn to interpret information presented in pictorial, graphical or diagrammatic form.

#### **Personal, Social, Health and Citizenship education (PSHCE)**

Geography contributes significantly to the teaching of personal, social and health and citizenship education. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to climate change and issues such as deforestation. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, which helps them to develop tolerance and respect for others.

#### **Spiritual, Moral, Social and Cultural development**

In our teaching of geography, we contribute, where possible, to the children's spiritual development. When studying topics such as 'Rock and Roll' in Year 4, looking at natural disasters such as earthquakes and volcanoes, a fascination of the world around them is developed. The study of geography is continually promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

We also provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as 'Food Glorious Food' in Year 5. We look at how the development of cities and land to harvest crops have put pressure on wildlife and rainforests. We also focus on the issue of food miles and the moral dilemma of importing food and the consequences of it on global warming.

Geography looks at various cultures and their influences across the world such as, 'Amazon Adventure' in Year 5 as well as more local studies such as, 'Oh, I Do Like To Be Beside The Seaside!' in Year 6. Children's cultural awareness is developed as a result.

### **Geography and Computing**

Computing enhances our teaching of geography in all key stages, particularly Key Stage 2. The use of computing in geography helps children learn by providing access to large quantities of information on people, places and environments. It also provides the opportunities for analysing data to investigate patterns and relationships in a geographical context. Once children have made their findings, computing can then help them organise, edit and present information in many different ways.

Computing is used to support the delivery of geography and has a significant role in ensuring geography lessons are delivered in a way that makes it highly engaging. The use of computing software such as 'Google Maps' provides teachers and children with immediate access to up-to-date, topical geographical information and our highly interconnected world. This is due to the ability of modern technology to collect an extensive range of geographical data for exploring physical and human patterns.

### **Impact**

#### **Assessment for learning**

Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written and verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work through self- assessment.

At the end of each geography topic, the teacher makes a summary judgement about the work of each pupil in relation to National expectations. Teachers submit termly levels for the children. Children are assessed as either 'emerging, expected or exceeding'. We use this information as a basis for assessing the progress of the child, and it is passed on to the next teacher at the end of the year.

The geography coordinator keeps samples of children's work in a portfolio. These demonstrate what the expected level of attainment is in history for each age group in the school.

### **Resources**

- A wide range of atlases
- Compasses
- Inflatable Globes

### **To evaluate our effectiveness:**

- The subject leader will monitor the outcomes from each assessed unit of work in order to feed into, and improve, subsequent units of work.
- The subject leader will monitor planning of key units of work on a termly basis and feed outcomes back to individual members of staff and the SLT.
- The subject leader will conduct a scrutiny of pupil's work on a termly basis and feed outcomes back to individual members of staff and the SLT.
- The subject leader will produce and implement an annual action plan to improve standards in Geography. This will be evaluated on a termly basis.
- The subject leader will produce an annual report on standards across the school and key issues for development. The report will go to Governors and feed into the School Development & Impact Plan.

**This policy is monitored by the governing board and will be reviewed every other academic year or before if necessary.**