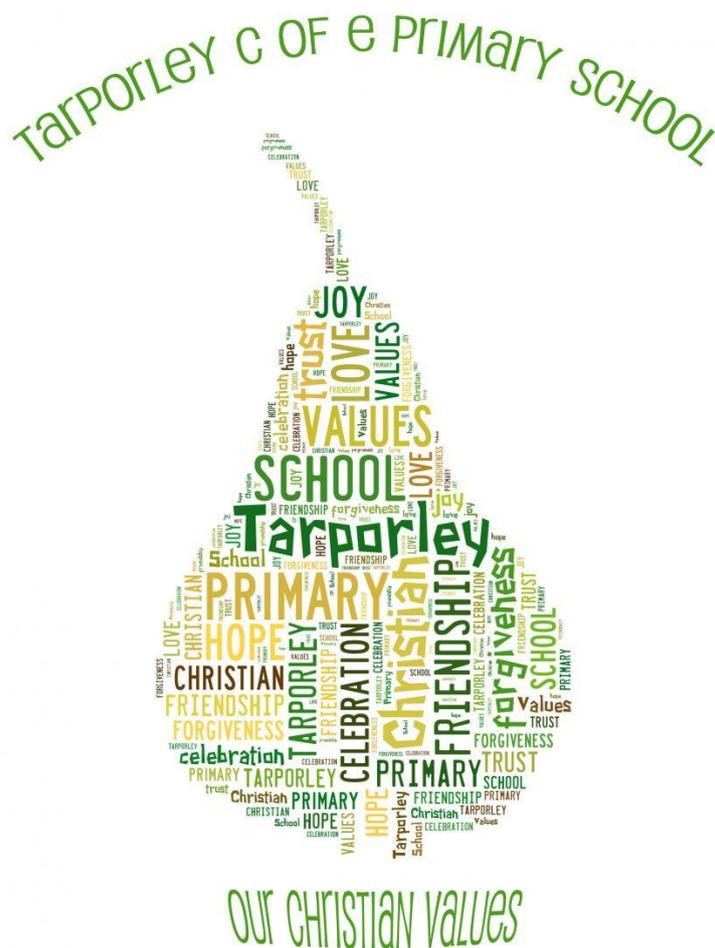


# TARPORLEY CE PRIMARY SCHOOL

*Let Your Light Shine (Matthew 5)*

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

## Geography Policy

# TARPORLEY CE PRIMARY SCHOOL

## GEOGRAPHY POLICY

*In his hand are the depths of the earth, and the mountain peaks belong to him.  
The sea is his, for he made it, and his hands formed the dry land. Psalms 95:4-5*

### CURRICULUM STATEMENT

At Tarporley C of E Primary, we believe that '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 in England Framework Document (DfE) 2014)

We model and review our geography curriculum based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum **INTENT**)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum **IMPLEMENTATION**)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum **IMPACT**)

### INTENT

Our curriculum is planned and delivered through our **BOOKS** approach. In order that all learners grow and reach their full potential, we want our geography curriculum to:

Demonstrate **BRAVERY**

Be **OUTWARD-FACING**

Create memorable **OPPORTUNITIES**

Develop **KNOWLEDGE** and **SKILLS**

Nurture **SPIRITUALITY**

...while always having high-quality **BOOKS** and reading at the heart of our teaching and learning!

We follow the National Curriculum for Geography in Key Stages 1 and 2.

The aims are 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.

In geography, there are four interrelated forms of substantive knowledge:

- **Locational knowledge**  
This focusses on 'where's where'. Children will begin in Reception by looking at positional language before moving on in KS1 and 2 to the four- and eight-point compasses. Learning will look at different countries, regions and features and pupils will be able to pinpoint and associate locations with the peculiarities that identify them.
- **Place knowledge**  
This allows pupils to locate or orient themselves with respect to the larger global space and to other places. They will begin by exploring our school, homes and village and will recognise that 'place' is a physical area that can be located and has personal meaning, identify and attachment. Through exploring different localities, they will identify similarities and differences, and pupils will make comparisons between places and the same places over time.
- **Environmental, human and physical processes**  
This will enable pupils to describe their own and other's environments. Pupils will recognise similarities and differences between the world around them and contrasting environments. In addition, they will understand important processes and changes in the world around them that affect land, water, air, people and wildlife.
- **Geographical skills including fieldwork**  
Pupils will encounter geography first hand and will develop their map skills. They will be introduced to different types of mapping, and will have opportunities for pupils to practise decoding information presented in maps as well as encoding to create their own maps. The goal is that they become fluent map readers.

## **Curriculum Planning and Organisation**

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

### **Long Term Planning**

- ✓ details what is to be taught over the year;
- ✓ provides teaching guidelines and overall objectives for each year group for the whole year.

## **Medium Term Planning**

- ✓ organises the subject into termly or half-termly sections;
- ✓ is more detailed and the objectives are more specific in nature;
- ✓ is developed by the teachers, who respond to the needs of their pupils;
- ✓ ensures a balanced distribution of work is undertaken across each term.

## **IMPLEMENTATION**

We are ambitious for our children and want them to become confident and capable geographers who delight in exploring and understanding the world around them. Ensuring teachers have excellent subject knowledge is key, and that teachers present subject matter in a coherent manner that promotes discussion. Misconceptions are addressed, and teachers respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. Through each unit, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts encountered both within and outside of the geography lesson. Assessment is used well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching. Resources and materials that teachers select clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Opportunities for reading within this subject are planned for and utilised fully.

Where appropriate, learning and teaching styles will differ from each lesson and will address the needs and interests of the children, as well as the needs of the objectives being taught. At Tarporley CE Primary, we utilise many learning and teaching styles. Geography will be taught discretely as well as looking for opportunities across our curriculum to make links with other subjects. Lessons may also include practical elements, with fieldwork and outdoor learning playing a key part. Trips and visitors will also be used to enhance and enrich our geography curriculum.

## **Special Educational Needs and Disabilities**

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

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

### **English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in English lessons are geographical in nature which support debates and writing on environmental issues.

### **Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to read, draw and interpret maps. The children also study space, scale and distance. They learn how to use four- and six-figure grid references as well as the four- and eight-point compass to support learning about direction. They also use graphs and tables to explore, analyse and illustrate a variety of statistics.

### **Computing**

We make provision for children to use computers and iPads in geography lessons where they enhance learning opportunities. Children use computing in geography to enhance their skills in statistics, mapping and in presenting written work. They research geographical topics or issues using the internet. We also offer children the opportunity to use iPads to record and use photographic images.

### **Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of global citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We support them to courageously advocate on matters of concern to them, such as helping the poor or homeless and protecting our environment. Thus, geography in our school promotes the concept of positive citizenship.

### **Spiritual, moral, social and cultural development**

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues lead children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions for example how we meet our growing needs without harming our environment.

### **Education for Sustainable Development**

We recognise that geography plays a significant part in promoting education for sustainable development through:

Developing pupils' knowledge and understanding of the concepts of sustainable development, such as interdependence, climate change, biodiversity, quality of life, global development, resource use, and diversity and the skills to act upon this understanding;

Developing pupils' skills of critical enquiry and an ability to handle and interpret information.

### **IMPACT**

Our goal is that learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. In addition, learners will be ready for the next stage of education, employment or training. To judge whether this has been successfully achieved, the following monitoring will be undertaken by the Geography Subject Leader:

- audit of the subject area
- review of the scheme of work
- monitoring teachers planning
- lesson observations
- scrutinising children's work
- discussions with pupils

In addition, teachers will:

- carry out continuous assessment;

- use informal, short-term assessment tasks matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective.

Review June 2025