



Geography

Purposes of Learning

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.

Aims

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.

Teacher Planning

The planning of Geography is undertaken by the class teacher and is delivered once a week over the course of a half term, or in a one week block of afternoon teaching.

Through planning and teaching at Key Stages 1 and 2, the school aims to develop the children's understanding of:-

- locational knowledge
- place knowledge
- human and physical geography
- geographical skills and fieldwork.

Classroom Delivery

Geography is taught discretely but can be of a cross-curricular nature, linking it with other areas of the curriculum as appropriate. Whilst there are clear links with other subjects, it is recognised that geography has some specialist aspects and the school seeks to ensure that they are thoroughly taught.

Geography Education is experienced within the framework of the following:-

- Class based learning, delivering the details of the 2014 National Curriculum.
- Key stage 2 residential trips to Beaumanor Hall (Year 4) and Northumberland and Grinton (Years 5 + 6).
- Other organised visits as appropriate in Key Stages 1 and 2. (EG – orienteering at Rufford Park).

Resources

Examples of the resources in school are:-

Globes
The Children's Atlas
Compasses
Weather charts
Maps
Rain gauge
Thermometers

Assessment and Recording

Record sheets are kept by each class teacher, identifying whether each child is: **Working Towards** (X), **Meeting** (-) or **Exceeding** () the curriculum objectives for their year group, along with any notes that are relevant to the child's understanding of that particular area of geography. Assessment is also carried out through the use of quizzes and on-going questioning. Children who show exceptional ability in geography are listed on the exceptionality sheet (Appendix A).

Evaluation

The school evaluates geography by:-

- Obtaining evidence from children's books – photocopies of work and photographs.
- staff meetings - formal and informal
- staff consultations at the end of the school year
- On-going monitoring throughout the school year of work, marking and resources.

Appendix A

EXCEPTIONALITY SHEET FOR GEOGRAPHY

NAME	ASPECT	COMMENTS