



Buckshaw Primary School and Nursery

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Buckshaw Primary School: Geography Policy

At Buckshaw Primary School, we believe that geography prepares pupils to participate in a rapidly changing world in which we live, by providing purposeful means for exploring and looking at how it has evolved. We want to ensure a structure to the curriculum which focuses on developing children's substantive knowledge of locations, places and physical and human characteristics of the world. As well as revisiting prior learning to enable them to make connections and links to how our world is interconnected and maintain a 'know more, remember more and understand more' approach to learning. Furthermore, through our subject knowledge, use of rich resources and planned development the disciplinary knowledge of map work, fieldwork and data collection, we intend to provoke thought and enquiry, which encourage children to discover answers to their own questions. We also intend to develop the children's real-life experiences and understanding through exploring the local and wider areas, inspiring children to gain a greater understanding and knowledge of the world through a hands-on approach.

Aims and Objectives

The aims and objectives of learning Geography in primary school are:

- To develop contextual knowledge of the location and places of the world.
- To understand the process of physical and human features of the world.
- To use and interpret a range of maps.
- To collect, analyse and communicate with a range of data.
- To engage in fieldwork to collect information and communicate information in a variety of ways.



'Learning, believing and growing together.'

Organisation

Geography is shared termly with History, so the classes will focus on history for one half of each term. During this time, KS1 and KS2 children have a lesson of Geography per week, in order to ensure progression and skills development. The lesson should be at least 1 hour in duration in order to ensure progression of substantive and disciplinary knowledge. Each lesson will revisit prior learning to ensure a 'know more, remember more and understand more' approach'.

The curriculum

The curriculum that is followed is based on the guidance given in the revised National Curriculum.

The children are taught to understand and use:

- Location Knowledge
- Place Knowledge
- Human and Physical Geography
- Map work
- Data Collection
- Fieldwork

During Geography lessons, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. A large proportion of this will be done through fieldwork and hands on learning through mapping skills.

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.

Resources

Additional resources are stored in the Geography Store Cupboard and through digimaps.

Resources available include books, maps, globes, compasses, and fieldwork resources.

Inclusion

All pupils shall have the opportunity to learn Geographical skills. The school promotes equal opportunities and fairness of distribution of resources. Groupings for Geography will generally follow the same pattern as for all lessons.

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and to inform future planning. At the end of each unit, the children will complete an assessment on the topic they have just been learning about. The teacher assesses the children's progress in Geography based on their achievement of the learning objectives in lessons combined with their achievement in the end of unit assessment. When written work is produced, it is marked in line with the school policy.

Monitoring

Monitoring is carried out by the subject leader in the following ways:

- Informal discussion with staff and pupils
- Work sampling
- Classroom observation

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) for Geography, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Gemma Lewis (Geography Subject Lead)

Review July 2024