



**The Park Federation Academy Trust
Lake Farm Park Academy**

Geography Policy

Approval

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Section 1: Introduction

Geography is the study of real places at different scales and of how the people living there are influenced by and affect the environment of those places. Geography explores the relationship between earth and its people. Geography studies the location of the physical and human features of the earth and the processes, systems that create and influence them. The character of places, the subject's central focus stems from the interaction of people and environment.

Section 2: Curriculum Statement

At Lake Farm Park Academy we promise all our pupils a curriculum which encompasses our four values of:

- Respect
- Aim high
- Telling the truth
- Role model

At the heart of our curriculum we ensure that respect is key; respect for ourselves, community, environment and the wider world. Our pupils are global citizens who are prepared with the key skills to enter an ever changing society. In a multicultural community our pupils respect the rights of all stakeholders and we celebrate our diversities. We embed the confidence to learn from our mistakes and challenge one another and ourselves. Our curriculum is engaging, ambitious, sequential and promotes a high level of vocabulary through a range of subjects building on our social, moral and cultural responsibilities as learners. We aspire to give pupils the tools to have a voice, reflect and be honest. The skills they learn at Lake Farm Park Academy provides them with the cultural capital to succeed in life and be ready for the next stage in their learning.

2. a: Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Lake Farm Park Academy (LFPA), children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At LFPA our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

2. b: Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

2.c: Planning

We use the national curriculum scheme of work for geography as the basis for our curriculum planning. Geography is integrated as part of the topic work covered during the year. An LFP Topic Overview is used to identify the topics taught in each year group throughout the school, in accordance with the national curriculum, and the geography skills covered within each topic. A skills progression ladder is used to ensure that key skills relating to fieldwork, enquiry, human and physical, location and place and mapwork are integrated into each topic and that throughout the school the children have the opportunity to develop their geography skills. Each unit is planned to build upon prior learning and enable children to develop to their full potential by using a range of resources to engage them in the geography curriculum. For each topic, knowledge organisers are developed to help children engage with key vocabulary throughout the topic. Teachers can use 'Oddizzi' to support them with planning. Changing and improving long-term and medium-term planning is an ongoing cycle which is done to meet and enrich our curriculum for our pupils' needs.

2. d. Impact

By the time children leave LFPA they will have an excellent knowledge of where places are and what they are like. They will understand the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. Children will have an extensive base of geographical knowledge and vocabulary and be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques. Through their investigations, children will develop the ability to reach clear conclusions and develop a reasoned argument to explain their findings. Geography lessons will enable children to have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter. They will have had the opportunity to apply their knowledge and skills within the fieldwork they complete.

We aim to leave children with a real sense of curiosity to find out about the world and the people who live there and have an appreciation of life in other cultures. Children will have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

We believe pupils learn best when:

- Pupils have access to, and are able to handle artefacts
- Pupils go on visits to museums and places of interest
- Pupils have access to secondary sources such as books and photographs
- Visitors talk about personal experiences
- Pupils listen to and interact with stories
- Pupils undertake fieldwork and learning through first-hand experiences
- Pupils use drama and dance to act out events
- Pupils are shown, or use independently, resources from the internet and videos
- Pupils are able to use non-fiction books for research
- Pupils are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Section 3: Geography Non negotiables

1. **Work will be recorded during or at the end of the lesson.** E.g. photos, post-it notes, peer-assessments, videos, posters, diary entries, non-chronological reports, writing up their drama activities, etc.
2. **Differentiation** must be evident in every lesson to help pupils access learning as independently as possible via layered tasks, outcomes, resources, questioning, pupil groupings, support and responses, including challenge.
3. **If applicable, all adults including LSAs, must be utilised in the lesson** to support all pupils to understand concepts, vocabulary and work safely and scientifically.
4. **Questioning is effective and challenging** and high quality responses (full sentences) are expected and modelled. It must consolidate, steer, support, challenge, deepen and extend learning for all pupils.
5. All adults and pupils work with an ethos of celebration, reflection and improvement to **correct misconceptions effectively and efficiently.**
6. **Teachers must employ a range of effective strategies and practical activities that promote engagement and participation** with a range of scientific skills being developed.
7. **Subject knowledge must be exemplary, continuously developed and evaluated** over time to create an inspiring and engaging curriculum that promotes learning and curiosity, both within the classroom and beyond.
8. **Opportunities must be provided for pupil discussion as a valuable tool for learning** including **language development skills.** Talk must be meaningful and highly focused on improved achievement.
9. **Planning should exhibit the high expectations of the teacher (including mastery and depth) and show consistency across the year group** as well as provide sufficient challenge and engagement to support rapid progress in all areas of the curriculum.
10. **Resources must facilitate high levels of learning** and be fit for purpose. They should model exemplary practice across the curriculum, including spelling and grammar. Text for displays and on Smartboards should be appropriately sized.

Section 4: Cross Curricular Links

English

Geography contributes to the English curriculum at LFPA as it promotes reading, writing, speaking and listening skills. Our topic work, including Geography, is linked to the texts covered in our English lessons. Within our geography lessons, children are given the opportunity to develop their writing ability through engaging in different text types in their geography work, such as non-chronological reports.

Maths

Through our geography teaching, children are also able to develop and apply their mathematic skills. We teach children to represent objects with maps whilst also studying space, scale and distance. Children also have the opportunity to use graphs to explore, analyse and show data.

Geography

At LFPA, the link between History and Geography is very strong. Both History and Geography have people and humanity at their core, they are about understanding the decisions people make now and have made in the past, within the circumstances that they lived and where they have lived. The central part of the humanities subjects is values. Values are also the central at LFPA as we believe that are the best starting point, both Geography and History encompass the context and wonderful practical stimulation for enquiries where values can be explored, investigated and researched.

Computing

In some geography lessons, we provide children with the opportunity to use computers. This enables them to use their computing skills to handle geographical data, present work and safely research information using the internet. We also have Bee-Bots which are used to support children in studying direction and map work.

Personal, Social and Health Education

Through our geography teaching, children are encouraged to develop their concept of themselves as a global citizen and become aware of the social and physical issues both within their own experiences and beyond. Children have the opportunity to study a range of geographical issues, such as natural disasters and global warming, enabling them to better understand the issues they personally face, and the issues faced in the wider world and the impact they can have.

Spiritual, Moral, Social and Cultural Development

The geography curriculum at LFPA allows children to examine fundamental questions in life through geography, such as asking questions about the evolution of the planet. Children are encouraged to consider the impact they have on world and the positive initiatives they can be apart of. Geography teaching at LFPA also enables children to develop their knowledge and understanding of different cultures and how society works. It also helps children to develop an appreciation of what is right and wrong.

Section 5: Inclusion

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and do not discriminate. Learning to live and work together and respect each other is encouraged throughout the school. Lessons are planned to ensure that there are no barriers to every pupil achieving. Work will be differentiated suitably to both support a child and challenge them. Where necessary the child may have the support of an LSA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities.

At Lake Farm Park:

Teachers provide for individual pupils in many different ways but the methods used may include the following:

- Using a range of different teaching and learning styles as different pupils respond to different approaches which include; kinaesthetic, creative, visual, auditory.
- Simplifying or extending tasks to meet the needs of individual pupils.
- Differentiation by task
- Differentiation by outcome
- Careful selection of resources/materials/artefacts available.
- More open task/creative learning.
- Creative homework projects giving pupils the opportunities to extend their own learning and approach it in a style to suit their needs.

Section 6: Equality Statement

We value each person as a unique individual. We strive to meet the needs of all our pupils, adults and all members of the school community. All pupils should have access to a broad, balanced curriculum and make progress at their own pace. Specific pupils with special needs ranging from Special Educational Needs (SEN), Gifted and Talented (G&T) and English as an Additional Language (EAL) have differentiated work that takes account of the targets set for pupils in their EHCP's.

Pupils, irrespective of ability, race or gender, are given full access to the Geography curriculum. In order to provide work that is appropriate to the learning experiences of individual pupils, it is necessary for the teacher to be aware of the EHCP's that apply to pupils being taught in the class. For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's EHCP. More able and talented pupils will be identified and their work differentiated accordingly.

Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of pupils within the lessons.

Section 7: Assessment and Marking

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Class teachers will gather evidence of progress as part of day to day learning, assessment tasks and assessing progress at key points of learning. Teachers will assess pupil's work in Geography by making informal judgments during lessons and marking after completion of work. Assessment will be used to plan for future learning.

At Lake Farm Park:

- Assessment must be used continuously throughout each lesson
- Where applicable, the starter and plenary activity provide an opportunity for the teacher to assess current and future learning and understanding
- Where applicable, refer to previous learning (considering learning from previous year groups as well) to build on
- Plenaries and mini-plenaries should clarify and assess learning and explain how this can be used to move learning forward
- Hot marking/verbal feedback should be used to support, challenge and guide pupils to improve their learning
- Peer assessment activities using success criteria sheets/checklists enable pupils to positively identify their strengths and areas for development
- Questioning is effective and challenging and high quality responses (full sentences) are expected and modelled.
- Aim to follow up questions with further questions to promote deeper thinking
- Assessment quiz at the end of the unit
- Children complete 'What I have learnt' page at the end of the unit
- Teachers assess children against Geography skills and knowledge

Section 8: Resources

We have a wide range of topic books, and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of Geography could be invited into school to work with the pupils. These might be parents, grandparents, other family members, neighbours or representatives of the local community. Resources are kept in the Topic cupboard. All resources taken from the cupboard must be returned.

A purchase order must be raised, signed by the Geography Lead and the Principal before any purchases are made. Failure to do so could result in a refusal for reimbursements.

Section 9: Geography Overview

The Foundation Stage

At LFPA we teach Geography in the Foundation stage as an integral part of the topic work covered during the year. It comes under Understanding the World in the EYFS. Pupils must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to learn about who they are and how they come to understand their world and what has gone before them in a meaningful context arguably requires an even more thoughtful approach to teaching and learning that skilfully weaves ideas of the past through narrative, character and event and carefully chosen and relevant themes.

	Nursery	Reception
Autumn 1	What colours can I see in my environment? Which colours make up the rainbow?	Who am I?
Autumn 2	What are the different types of weather?	Why do we have festivals and celebrations?
Spring 1	What are the differences between day and night?	What is out of this world?
Spring 2	How do Traditional tales start?	How do things change?
Summer 1	Who are the people in our community that help us?	Where can you find me?
Summer 2	What do all animals need?	How do we move on?

Key Stage 1 and 2

At LFPA, we have half termly or termly units based on History or Geography. These are clearly indicated in the overview tables below.

History (H)	Geography (G)	History/Geography (H/G) (cross curricular)
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The units studied in Key Stage 1 and 2 are based on The National Curriculum 2014:

Key stage 1

	Year 1	Year 2
Autumn 1	What is a traditional tale? (H/G)	What are the wonders of the world? (G)
Autumn 2	Who are your superheroes? (H)	Who has impacted our way of life? (H)
Spring 1	What happened to the dinosaurs? (H/G)	Where does chocolate come from? How has chocolate changed over time? (H/G)
Spring 2	Where do we live? (G)	Who is Beatrix Potter and what is she famous for? (H)
Summer 1	Where does my food come from? (H/G)	How did The Great Fire of London start? (H/G)
Summer 2	Where should I go for my Summer holidays? How have seaside holidays changed? (H/G)	What makes London famous? (H/G)

Key stage 2

	Year 3	Year 4
Autumn 1	What do we know about the UK? (G)	How did castles protect the monarchy? (H/G)
Autumn 2	What is the beginning of World's History? (H)	Who was the greatest monarch in the UK? (H)
Spring 1	Why are the ancient Greeks relevant today? (H)	What lies beneath our feet? (H)
Spring 2	Is Asia magnificent? (G)	How did the Vikings change Britain? (H/G)
Summer 1	How did the Roman Empire change Britain and the World? (H)	What makes Ancient Egypt a wonder of the world? (H/G)
Summer 2	Why are the Rainforests important? (G)	What makes Ancient Egypt a wonder of the world? (H/G)

	Year 5	Year 6
Autumn 1	What was the Space Race and its impact? (H)	Why is fieldwork important to geographers? (H)
Autumn 2	Is Africa amazing? What similarities and differences are there between the UK and our three chosen African Nations? (South Africa, Kenya and Somalia) (G)	How was the UK affected by WW2? What was life like for a child/women during WW2? (G)
Spring 1	Why are the Tudors relevant today? (H)	19th Century Inventions and Architecture (G)
Spring 2	Why is William Shakespeare one of the most translated authors to have lived? (H)	How cruel were the Victorians? Were all criminals punished the same way? (H)
Summer 1	How did British Empire Change the World? (G)	Has Globalisation made the world a better place? (G)
Summer 2	How did the reign of Queen Victoria change Great Britain and the world? (H)	What if rivers were the only way to get about? (G)

Section 10: Monitoring and review

It is the responsibility of the Geography Subject Leader, the Head Teacher and Governors to monitor the standards of pupils' work and the quality of teaching in Geography. The Geography Subject Lead is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The Geography Lead helps with the levelling and moderation of work samples to ensure consistency and calls in books and assessment folders for scrutiny and evidence of progress, with feedback being given to staff on a termly basis. We are working with a range of schools part of The Park Federation to share ideas, ensure consistency and look at how we moderate our Geography books and schemes of work.

Section 11: Roles and responsibilities

It is the role of the Geography Coordinator, under the guidance of the Principal to:

- To organise Geography within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep up to date of developments within Geography and carry out INSET when required.
- To monitor and update resources and draw up a budget.