



Clutton Church of England Primary School

Geography Statement



Intent

At Clutton Church of England Primary School, through the teaching of Geography, we aim to develop the children's knowledge and understanding of people, places and environments around the world. As children study Geography, they gain an appreciation of life in other countries and cultures. Geography inspires children to think about their own place in the world, their values and their rights. Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. We also aim to provide the children with opportunities to work through the essential elements and concepts of Geography. We promote a curiosity and fascination about the world and its people that will continue to develop throughout their lives.

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 and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Clutton Church of England Primary School, we encourage children to respect and care for their environment to sustain its future. With an exciting and positive learning environment we are committed to igniting the passion to travel to, see, support and experience different sights, cultures and climates of the world.

Implementation

At Clutton Church of England Primary School, children are immersed into the subject using a variety of practical and cross-curricular learning opportunities. Due to the mixed age classes, the children are able to revisit and expand their skills of collecting, analysing and interpreting data to communicate their findings and understanding of their environment. Clutton is focused on as a locality, as well as surrounding places such as Chester, due to our school's location, learners can investigate and explore a wide range of concepts that can be applied within their local area.

Impact

As children progress through Clutton Church of England Primary School they develop a deep knowledge, understanding and appreciation for the world we live in. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Children learn about careers related to geography from members of the local and wider community with specialist skills and knowledge through visits and outings, ensuring that all children are well prepared for their next steps in education and learning.

Geography in the Early Years

In the EYFS, Geography is encompassed by 'understanding of the world' and incorporates children understanding of 'People, Cultures and Communities'. From an early age, the children at Clutton Church of England Primary School learn of different cultures, beliefs and routines. Children explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments. Our environment has a range of images, stories, and objects from different places, providing children with many opportunities to explore and engage in different ways of living. Utilising our indoor and outdoor environments children are encouraged to explore the different features of their natural world and investigate how things change throughout time as well as enquiring what homes natural objects can provide. We promote methods of caring for the wider world beginning with picking up litter, whilst also modelling respect for living things and encouraging children to think about how we can make the environment safe and pleasant for all living things.

Geography in Key Stage One

Key stage 1- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge • Name and locate the world's seven continents and five oceans.

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography in Key Stage Two

Key stage 2 – Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography - describe and understand key aspects of: •

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for. All pupils are entitled to access the Geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's Inclusion Policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class;
- teaching using differentiated, open-ended questions that require children to explain and unpick their understanding of ideas and techniques;
- providing effective feedback in line with our school's marking and feedback policy;
- continuous assessment is carried out by class teachers and subject leaders throughout the school year using the progression of skills document.

British Values and Christian Distinctiveness

As a Church of England School, Christian Values are embedded at the heart of our community. Each half term we focus on a specific value in Collective Worship, in order to gain a better understanding of how these values impact the way that we live. As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Clutton our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.