

## **Geography**

### **Aims and purpose**

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.

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

### **Teaching, learning and planning.**

In Preston Candover CE Primary School we use a programme of study to ensure our pupils receive a broad and balanced geography curriculum. Through exciting topics each pupil is taught appropriate Geographical knowledge, understanding and skills as they experience geography throughout the school. The curriculum is planned over a two-year cycle, as we have vertically grouped classes and through long term and medium term planning to ensure pupils have maximum exposure to the progression of geographical skills. This includes recognising and using maps, atlases and globes, directional language and using a compass, locating and contrasting countries and describing features, using a range of mapping skills including digital, investigating environments interpretation, analysis, observations and questioning skills – all valuable life skills to prepare pupils to contribute to society. Teachers plan in a variety of visits, fieldwork, experts and resources to bring Geography into the classroom. The school regularly engages in whole school projects such as Global Awareness Week.

### **Assessment**

Teachers assess pupil's knowledge, understanding and skills throughout Geography lessons by observing the pupils during the lesson and adapting planning when necessary to suit the needs of the pupils in their class. Feedback is given to pupils by class staff and their peers. All teachers follow the school Marking and Feedback Policy. Each geographical enquiry is also assessed at the end of each topic using the key geographical skills covered by assessment criteria. All assessments are used to inform and improve future practice and support the pupils in their learning.

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