



Geography at Limehurst

'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'

DfE (2013)

What is geography?

Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

Geography It is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer doesn't just answer questions but also asks and debates them:

- What could/should the world be like in the future?
- What can we do to influence change?

Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. Such core knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world.



Geography is more than just core knowledge. Places are dynamic and often space is perceived, used and contested by people in many different ways. Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.

Geography deals with the 'here and 'now' of real life and as such, is a vital 'living' subject that contributes to and enhances the wider curriculum. Although geography can be taught alone, it also offers meaningful contexts for high- quality cross - curricular work.

In the primary curriculum, geography is referred to, unsurprisingly, as the 'umbrella' subject because of its capacity to make tangible and effective connections across subjects. Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

Geography is the study of the physical world and the way in which people change it and interact with it. Geography in the primary school aims to prepare children for adult life by developing the knowledge of places and environments throughout the world, encouraging an understanding of maps and promoting a range of investigative and problem solving skills. It has strong links with other subjects, making children aware of other cultures, our fragile planet and our increasing need to think globally.

Aims

The main aims of geography in the primary school are outlined above. We also aim to encourage children to :-

1. Ask questions about the natural world.
2. To use different scales of enquiry for different locations.
3. To view the world from different perspectives.
4. To develop awareness of environmental issues.
5. To think about their own place in the world, their own values and their rights and responsibilities to other people and the environment.

Skills, attitudes, concepts and knowledge

Much of geography is concerned with developing an enquiring mind and applying many of the skills associated with primary science.



Children need to develop geographical enquiry and skills through asking geographical questions, observing and recording, expressing their views about people, places and environments and communicating in different ways.

They need to learn specific knowledge about places, including identifying and describing what they are like, where they are, how they are changing and how they are linked with other places.

Conceptual development centres on the need to recognise environmental change, to make observations about patterns and processes in the environment and to be aware of sustainable development.

Geography helps to promote positive attitudes to places and peoples different to our own.

Teaching Methods

These will vary according to the activity and needs of individual children. Geography themes are mainly delivered through class topics which form part of a long term rolling programme, often related to other curriculum areas, and planned cross-curriculum opportunities are used where possible. The topics include formal teaching and explanation as well as independent learning and research skills. NC documents form the basis of much of the planning at KS1 and KS2, whilst planning in the Foundation Stage is based on Early Learning Goals.

Continuity and Progression

Use of the scheme of work and the long term rolling programme promote progression and continuity of activities throughout the school. The teachers plan with an awareness of skills, concepts and attitudes as well as knowledge to ensure a good understanding of the subject at an appropriate level.

Differentiation and Special Needs

Many of the activities provided allow for differentiation through outcome and by the amount of adult support given to individuals or groups of children. At other times differentiated activities are followed to ensure appropriate coverage of the curriculum. Children with special needs are encouraged, and supported where possible, to allow them the fullest access to the curriculum. Where necessary, work can be related to Individual Education Plans and individual needs.

Monitoring, Recording and Assessment

Evidence of work achieved can be seen in the finished work done by children. Evaluation of work is carried out through marking, discussion and assessment, as well as through classroom observations.

Annual reports to parents include an end of year summary of achievement. Assessment follows the whole school policy on assessment.

Equal Opportunities



Geography offers practical situations where children can work together. It is a strong vehicle for considering equal opportunities on local, national and global levels and allows for discussion, comparisons and the drawing of conclusions.

Resources

The school is beginning to build its own bank of geography resources. Some resources have been purchased to support specific topics and to cover wider areas.

Cross Curricular Links

Geography is a subject which lends itself to strong cross-curricular links and these are planned for at all levels, ie in long, medium and short term planning, as thought appropriate by the class teacher. PHSE/Citizenship, ICT and History links are positively promoted.