

Folville Junior School

Geography Policy

Intent

At Folville Junior School, we believe that Geography helps to give children a sense of identity and place, set within our physical, social, political, cultural and economic relationships. We aim for our Geography curriculum to develop our children's knowledge, expand their geographical vocabulary, and fire the children's curiosity and fascination about where they live and the wider world.

Geography plays an essential part in preparing us for living and working in the modern world. It is about real people, diverse places and their experiences of the world. At Folville, we want lessons to increase our children's geographical knowledge and create a life-long love for the world they live in. Children at Folville Junior School will gain a deep understanding of natural and human environments, as well as physical and human processes, through a rich curriculum designed for them to think, talk and write like geographers. Our aim is that our children will continue to use their skills in their futures beyond Folville.

Implementation

Geography at Folville Junior school is shaped by following the National Curriculum as well as our overall aim for our children to have a deep knowledge about themselves and the world they live in.

By teaching the National Curriculum, our lessons are taught with a clear set of skills and knowledge progression. Our lessons are tailored to our local circumstances and are supported by using Oddizzi: a resource that provides high-quality geography resources. We alternate our Geography and History units, therefore completing three Geography topics a year, so that our children receive a comprehensive teaching of the subject. We also ensure that Geography is kept alive across the school by creating links with other subjects and 'incidental geography' taking place; this may involve having a globe to hand and using opportunities to flag up geography where appropriate.

Each lesson is carefully planned so that all children can access the curriculum and that high expectations are maintained. Children record their learning in books, and in a way so it is informative but memorable to them. Their learning is supported with trips to encourage the deeper understanding of place and the world they live in. When planning our geography lessons, we think carefully about three concepts: place, space and scale. Vocabulary is also embedded throughout our lessons as it develops their skills to think, talk and write like geographers. Children will also recognise the skills they need to become a 'good

geographer' by having posters in their classrooms. This ensures that quality teaching is happening, and children understand what they are gaining from the lesson and what skill they are learning/developing. Each skill is linked to a symbol so it is easy for children to recognise.

Impact

Our curriculum is measured by our teachers making assessments in a variety of ways; they will observe and question the children during lessons, look at the work that the children produce, and measure the children's confidence about their learning through pupil interviews.

When our children leave Folville, they will:

- Have a growing knowledge of where places are in the world and what they are like
- Have a broader geographical vocabulary
- Have a real sense of curiosity to discover more about the world and the people who live there
- Be able to express well-balanced opinions on topics they feel passionate about, using their knowledge and understanding about the current issues in society and the environment.

Geography at Folville

<u>Year group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	Additional opportunities
1- Imperial	Braunstone and the local area	Braunstone compared to Skegness	Weather	<ul style="list-style-type: none"> • fieldwork (opportunities linked to Schemes are marked with an asterisk: selected activities from the Lower KS2 Local Area Scheme could be used at any point in Key Stage 2) • topical opportunities <ul style="list-style-type: none"> • use of maps • key geographical vocabulary
2- Imperial	The school area and Leicester	Continent and ocean recap	Uk and non-Euro country	
3	<u>Volcanoes and earthquakes</u> (NB: this is a longer Scheme)	<u>Rainforests</u>	<u>European region</u> (<i>medium-term plan</i>)	
4	<u>Climate zones</u>	<u>Mountains</u>* (fieldwork opportunity)	<u>(India)</u>	
5	<u>Rivers</u>* (fieldwork opportunity)	<u>South America – the Amazon</u> (<i>medium-term plan</i>)	<u>Rio and South-East Brazil</u>	
6	<u>United Kingdom</u>* (fieldwork opportunity)	<u>North America</u> (<i>medium-term plan</i>)	<u>Local area and region - Upper KS2*</u> (integrates fieldwork)	