**Intent:**

**Geography Rationale:**

In the iconic lyrics of Louis Armstrong’s ‘What a Wonderful World’, Geography at Flixton Primary School should inspire in pupils a curiosity and fascination about the world and its people.

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 about the interaction between human and physical processes and of the formation and use of landscapes.

Geographical knowledge, understanding and skills provide the framework of learning.

**Excellence is demonstrated by:**

* Children who question effectively, to gain a deeper understanding about geography.
* Using fieldwork to motivate a ‘real world’ view of a geographical topic at a range of scales and variety of places, during the 4 years.
* Children using subject specific vocabulary in their explanations.
* The use of GIS to enable children to use data and information sources to select, organise and investigate in order to then present information skilfully and with evidence.
* Children building on their prior learning to move their understanding on.
* Using topical issues of the day, to add depth to their understanding and to make links between the theory and the practical nature of the subject.
* Intermixing other subjects seemlesly – (Maths and English)
* Children appreciating that, through knowledge and their learning, they have a responsibility to care about the world and its future.
* Being able to introduce a GCSE topic, at a lower level, but experiencing the skills and knowledge needed to execute it.
* Children having the expectation to produce an excellent standard of work.
* Being knowledgeable and confident using a range of geographical skills – map reading, using indexes, grid references, compass points etc.
* Being able to sketch and draw diagrams and maps to a high standard, using a key.

**Implementation:**

Through the framework of the 2014 National Curriculum, geography taught at Flixton Primary School, aims to ensure that all children experience the following to facilitate their geography learning:

* Develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places.
* Use this knowledge to provide a geographical context to study and understand the actions of important geographical processes.
* Understand that these processes (such as erosion, volcanic activity and climate that are physical and globalisation, urbanisation and economic, which are human) give rise to the key geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape.
* Have a progressive curriculum, building on skills and knowledge annually.
* Participate in enquiry-based lessons – using key questions, fieldwork or a picture as a stimulus for learning.
* Engage with one topic of geography every term, to ensure reinforcement of key geographical knowledge continues and is built upon.
* Use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2.
* Collect, analyse and present a range of data/information, gathered through experiences of fieldwork (at least one per year, per year group), to deepen understanding of geographical processes.
* Use the school environment and the local area for fieldwork opportunities.
* Use and interpret a wide range of sources of geographical information, including maps at different scales and themed maps, atlases, diagrams, globes and aerial photographs.
* Develop skills in Geographical Information Systems (GIS) (software and interactive resources) which allow for digital mapping - Digimaps - and analysis of data – eg. Survey Monkey in Yr 5.
* Communicate geographical information in a variety of ways, namely cross-curricular opportunities, for example, maths – graphs, English – a variety of texts, art – sketches etc.
* Answer an audit sheet of questions on the UK (Year 1) and the world (Years 2-6) at the beginning and end of the school year, to see what progress has been made.
* Gain an understanding of spiritual, moral, social and cultural development, helping children to have a greater awareness of their place in the world, and their rights and responsibilities to other people and the environment.
* Make links between KS1 (Island Environments) and KS2 (Local Study – The Isle of Man)  to create interest and to encourage the children to share knowledge of their experiences. It also allows the younger children to make connections between their learning and how that relates to real life, which they will experience in Year 6 on a residential trip.
* Use displays as a working wall, showing a map related to their topic area.
* Balance the learning of knowledge with that of practicing skills to ensure a holistic approach to this subject.

**Impact:**

The impact of this policy on outcomes for children is measured against our Excellence Statements for Geography.

The Geography subject leader monitors the impact of this policy through:

-       Book scrutiny

-       Pupil interview / survey

-       Data analysis

-       Teacher interview / survey

Leadership team monitoring is also fed to the Geography lead.