



## Geography

*'Geography underpins a lifelong 'conversation' about the earth as the home of humankind.'*

-Geography Association

### **Local Context:**

Long Lane Primary is a Community School, built in 1966 and maintained by West Berkshire Council. It is situated on the outskirts of Reading, in close proximity to the rural village of Purley on Thames. It is bounded by the north by a stretch of the River Thames, to the east by the Borough of Reading, to the west by Pangbourne and the south by Tilehurst and Sulham. We frequently take local walks to Sulham and Pikesaw Woods and take advantage of the local landmarks around the surrounding area. Within their local context, we provide opportunities and encourage our pupils to get involved in initiatives to preserve, respect and sustain their environment.

(Please see [Curriculum Policy.docx](#) for details of Cultural Capital at Long Lane)

### **Intent**

At Long Lane Primary School, we believe that children should be inspired by the world around them and have opportunities that allow them to foster a growing **curiosity** about the world and its many cultures. Our aim is to equip pupils with a deep understanding of the Earth's key physical and human processes, and knowledge about our diverse world, focusing on places, people, resources and environments. Our intent is to deliver a high-quality geography curriculum that is underpinned by practical experiences such as fieldwork and educational visits that provide opportunities for pupils to investigate the geography of our local area (Thames Valley, Reading, Tilehurst), whilst highlighting cross-curricular links. We endeavour for pupils to gain a sense of personal pride in their local **community** and wider world through the values of sustainability, citizenship and cultural capital. By the end of a pupil's journey at Long Lane, we believe these fundamental skills will allow the children to gain knowledge that will allow them to develop into successful members of society with **aspirational** views on how to sustain and preserve the land around them, whilst advocating for those in places who can't.

### **Implementation**

**Early Years** - We believe that the first step to becoming a Geographer starts in The Early Years. The Early Years Statutory Framework (EYFS) aims to guide children to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment. Staff use this framework to plan topics that ensure that our pupils in Early Years are given opportunities to observe and ask questions about their immediate environment, whilst also taking account of pupil interests. Our Foundation Stage themes are linked to our school reading spine where rich texts are carefully selected which spark questions and curiosity about cultures, people and the wider world.

Across KS1 and KS2, the Geography curriculum is meticulously planned to deliver the criteria of the National Curriculum, embedding: Locational Knowledge, Human and Physical Geography and Geographical

Skills and Fieldwork. Our enriching curriculum is delivered through ensuring Geography lessons are interactive, thought-provoking and active. As the children progress through the school, we aim to build on their knowledge and understanding through quality first teaching and cross-curricular links. This is achieved through providing the children with immersive experiences, including:

- Using the local environment for fieldwork and exploration.
- Orienteering on school grounds and in the local environment
- Fieldwork
- Access and knowledge of using atlases
- Globes/World Maps in every classroom
- School visits to places aligned with their geographic content
- Creative activities: video making, using the internet for research (DigiMaps, Google Earth, Maps)
- Role play and drama
- Real photographs

Through these strategies, subject knowledge is deepened whilst work is differentiated to allow all pupils to be successful learners.

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, inclusion and Rosenshine Principles at Long Lane)

### **Impact**

Through the multitude of diverse learning experiences, quality first teaching and enquiry-based learning, we believe that pupils will develop a strong understanding of geographical skills which will equip them for life. High-quality first teaching and practical learning opportunities allow pupils to become curious, knowledgeable and independent geographers equipped with lifelong skills essential for our everchanging diverse world. By the end of KS2, all pupils would have had exposure to a balanced and progressive Geography Curriculum, mastering their knowledge in: human and physical geography, place knowledge and geographical skills and fieldwork. Pupils would have developed an in-depth knowledge of countries and cultures across the world with a balance of spiritual, moral, cultural and social aspects to prepare them for life beyond Long Lane.

### **Pupil assessment and attainment**

Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

EYFS pupils' progress and attainment is assessed by the FS class teacher in the context of the EYFS framework and ELGs.

### **Monitoring and School Improvement Planning**

The Geography Lead, the Headteacher, with support from the Governors regularly review and quality assure Geography across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher's assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans,

looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

**Linked Policies** – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)