

Lancaster Lane Statement for Geography

At Lancaster Lane, the study of geography encourages our children to make sense of the physical world in which they live and to develop a life-long connection with their environment. We want our children to be aware of their own immediate surroundings and to know how environments vary from one another, so that with this knowledge they develop a genuine care and concern for where they live and beyond. Having geographical knowledge helps them to increase their understanding of things like natural disasters and climate change, motivating them to make a real difference by making better choices. It will help them to deepen their understanding of the interaction between physical and human processes.

Our Reception children follow the Early Years Foundation Stage curriculum (EYFS) where geography comes under the Early Learning Goal-Understanding the World. We want them to make observations about what they see and ask questions.

In Years 1 - 6 the national primary curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places-both terrestrial and marine
- Understand the processes that give rise to key physical and human features of the world
- Are competent in the geographical skills needed to collect analyse and communicate with a range of data gathered through experiences of fieldwork
- Interpret a range of sources of geographical information including maps, diagrams, globes aerial photographs and GIS Geographical Information Systems.
- Communicate geographical information in a variety of ways, including through map, numerical and quantitative skills and writing at length.

We follow the KLIPs document for geography, which ensures progression throughout the year groups.

We try to explore our local environment as much as we can in order to make geography meaningful to our children and this helps them make sense of what they are learning within the classroom. Each year group makes a visit within the local area as part of their geography unit. The interactions of humans with their environment change over time. This makes the subjects of geography and history particularly closely linked and many topics in school will focus on both these subjects simultaneously. Art and science can also create good links with geography.

Our local area creates the starting point for much of our geography curriculum and we make every opportunity to get out into our community to make use of our wonderful local environment. We use our extensive school grounds, local housing estates, as well as using the delightful Cuerden Valley Park for a river study; all of which are on our doorstep. The M6 motorway is also in close proximity to our school. A new town has developed locally-Buckshaw Village- and there are several new housing developments on Wigan Road.

Geography is assessed by the class teachers following a taught unit. Each year group focuses on at least two geography units per year as well as incidental lessons linked to class topics. The subject leader for geography is able to monitor the teaching and learning of geography throughout school in the terms that the geography units are taught. The teacher will ensure all objectives (both knowledge and skills based) are taught over the course of both units and an end of year assessment will also be gained. The geography subject leader receives this information from class teachers (end of unit assessments and end of year) to ascertain how geography is being delivered. This helps to identify strengths and any areas for development for the subject. This assessment is made against the KLIPS. Any weaknesses and strengths are discussed and addressed.

To be reviewed September 2022.