

## Geography at Langford Village Academy



### **Intent**

Langford Village Academy is central along the High Street in Langford. Langford lies alongside the River Ivel about 2.3 miles (4 km) south of Biggleswade, 19.5 miles (31 km) south-west of Cambridge and 38 miles (61 km) north of London. The majority of our pupils live in Langford, but we also have pupils who live in Biggleswade, Henlow and Clifton – the surrounding villages. We are mindful of the pupil's home villages when we discuss our local area.

The East Coast Main Line railway passes through the parish at the eastern edge of the village.

The village is within the Bedfordshire and Cambridgeshire Claylands National Character Area Large, open arable fields dominate to the east of the village. The immediate location is urban residential with some shops and a local garage nearby.

Henlow Common and Langford Meadows local nature reserve is beside the Ivel Lakes formed from old sand and gravel quarries are to the south of the village.

Our intention, at Langford Village Academy, is to provide a high-quality geography education that builds on children's natural curiosity and fascination of the world around them that begins in Foundation Stage to enable them to develop the skills and knowledge to understand the world, its different climates and its people. The introduction of Forest School later in Summer 2020 will help support this intention.

We want the children to acquire the geographical skills of collecting, recording, presenting and analysing data to understand the world around them. We want them to be confident in using maps, digital maps, globes and in locating places. We want the children to be able to describe the physical and human features of the area being studied.

To meet this intention, Langford Village Academy has developed a creative, topic based Geography curriculum that is engaging for the children. It is carefully planned and structured to allow children the opportunity to meet all National Curriculum objectives, ensuring the development of geographical concepts, knowledge and skills is progressive and cumulative while also developing a love of geography. We will also extend geography learning beyond the classroom to include visitors, educational workshops, trips and experiences as needed to enhance the curriculum.

### **Implementation**

Foundation Stage children investigate the school environment through the seasons, so they are able to comment about where they live and the natural world. Through different topics the children investigate different natural places: for example, in our topic Elmer the Patchwork Elephant the children investigate jungles compared to where we are living. In our topic Under the Sea we investigate what beaches are like and look at globes and maps to find

the oceans of the world. We also walk along the bank of the River Ivel looking at seasonal changes and what we can see.

Long term planning for Key Stage 1 and Key Stage 2 has been developed using the Hamilton Plans and adapting it to suit the needs of our children. The curriculum has been reviewed to ensure there is progression through the key stages.

In Key Stage 1 and Key Stage 2 the curriculum has been developed to cover units with a geography focused topic, where the children will engage in focused learning for 2 terms, but geography may be a smaller focus in the third term. The geography curriculum is taught with a cross-curricular approach with English and Art.

Currently at Langford Village Academy, Geography will be planned, delivered and assessed by class teachers with the support of the subject coordinator if requested. Class Teachers complete a 'Capture Sheet' to show which skills have been taught each year as the school plans with a two-year rolling cycle at present.

In addition to the planned classroom learning, we aim to provide our children with experiences to enhance their geography and develop their love and sense of enjoyment of the subject. There will be a Geography Day where the focus of the whole day will be on geography.

### **Impact**

Children's books will demonstrate the knowledge and geographical skills learned during individual lessons with the 'I can' statement clearly visible to show the learning intention and the understanding of each child.

Photographic evidence of cross curricular approaches will show children's understanding about particular human and physical features in their designs of the rainforest or mountain landscapes, when annotated.

As children progress through the school, they will develop their knowledge and understanding of their local environment and its place within the wider world. Children's appreciation and respect for people of different cultures and beliefs and the environment in which they and others live, will be further developed through our work with organisations such as Toilet Twinning and Water Aid. Different charities are chosen with the School Council each year for the whole school to support.