



## Geography Policy

October 2015

# Claregate Primary School

## Geography Policy

### Rationale

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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 of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

*taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)*

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

### Subject content

#### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

### **Geography – key stages 1 and 2**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

## **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## **Human and physical geography**

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## **Geography – key stages 1 and 2**

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Planning**

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Planning is carried out at 3 levels:

- Long term planning of topics covered shown in a curriculum web
- Medium Term planning detailing the objectives for the scheme of work
- Short Term planning detailing the differentiated lesson content for each lesson

Planning is the responsibility of individual teachers and should be used to:

- Set clear objectives
- Ensure work is matched to pupils' abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

## **Equal Opportunities**

All children at Claregate are given equal opportunities in all areas of Geography. We monitor the engagement, attainment and progress of all pupils.

## **Special Educational Needs**

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teachers use a range of strategies to meet children's special educational needs to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

## **Resources**

The resources available include: reference books, commercial schemes, textbooks, teacher- + prepared materials, pictures, photographs, maps and atlases, globes and digital map referencing software. Resources will be kept in the Geography resource area and sometimes in classrooms. Resources from the Internet are added to a folder in Curriculum Shared by the Geography Coordinator. Two outdoor maps are situated in the playground on the wall of Y3.

## **Computing**

Computing will be used in various ways to support teaching and motivate pupils learning. Computing involves the computer, and audio visual aids, CD-ROMs and DVDs, and digital map referencing software. The class set of laptops may be used to enhance lessons and enable children to find information off the internet and other programs to support their learning.

## **Attitudes**

Through Geography we endeavour to foster the following qualities: excitement, curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation, and care for the environment, in addition to 'Habits of Mind'

## **Assessment**

Assessments of learning will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans. Medium term assessments will take place after each unit from the Scheme of Work has been completed. Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment.

## **Management of Geography**

Role of the Subject leader

The role of the geography subject leader is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- Take responsibility for the purchase and organisation of central resources for geography.
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

## **Role of the Headteacher/SLT**

- Lead and monitor the implementation of this policy
- With the Geography Subject Leader monitor the teaching and learning of pupils.
- Reflect on subject development plans and annual subject profile
- Keep the governing body via the curriculum sub-committee informed about the changes to this policy.

Mrs C B Nightingale – Geography Lead

