



Name of Policy	Geography		
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## Introduction

Geography often is taught as part of cross curricular topic. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in the Stanton area with that in other regions in the United Kingdom and the rest of the world.

Children learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures.

Geography also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

## Purpose

This policy:

- Provides a corporate statement of purpose
- Ensures that each pupil's entitlement to geography experiences is realised
- Provides a clear basis from which to plan programmes of work

It is not intended that this policy should limit spontaneity and dampen the enthusiasm of teachers. Instead it seeks to provide a framework which will maximise the strengths of individual teachers and ensure that pupils receive a high quality geography education.

## 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.

## Skills and Attitudes

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.

## **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.
- 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:**

- 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)
- 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

#### **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

#### **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.

#### **Teaching Pedagogy**

Geography is a subject based around enquiry. It is therefore essential to employ teaching methods that maximize the potential for pupils finding out and communicating about their world, both near and far.

However, a balance must be sought between imparting information and encouraging children to become active enquirers, as well as between class, group, paired and individual work.

#### **Equal Opportunities**

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs.

#### **Special Educational Needs and Disabilities**

Children with learning difficulties should be expected to succeed and be provided with appropriate opportunities to succeed. More able children should be given appropriate challenges so that they can fulfil their potential and opportunities to access enriched learning opportunities such as Braeside and local secondary school programmes are signposted for identified children.

#### **Differentiation**

Ideally, all children should be given tasks appropriate to their individual needs. No one teaching strategy will be sufficient in itself. Teachers should use a variety of approaches as appropriate.

Children can be given:

- Different tasks
- Different resources to assist them
- Differing levels of support by the teacher and other children
- Open-ended tasks which allow for a range of different outcomes

The grouping of children within the classroom is also an important factor when planning for differentiation.

### **Assessment, Recording and Reporting**

Learners are formatively assessed continuously in Geography by teachers in the course of their teaching, through observation, questioning and analysis of work. Teacher assessment at the end of a unit of work is tracked using SIMS Programme of Study Tracker and inform end of year reports to parents.

It is essential that pupils are given effective feedback after assessment in order to inform them of their strengths, and areas requiring further development.

### **Safety**

Safety is a priority in the classroom. Where children are to participate in activities outside the classroom, e.g. a field trip, a risk assessment is carried out prior to the activity to ensure that the activity is safe and appropriate for all pupils. Wherever possible a member of staff makes a pre-visit.

### **Resources**

The responsibility for maintaining an adequate supply of resources rests with the Humanities Curriculum Team. The effective management of these resources, whilst ultimately the responsibility of the geography curriculum team, is also the responsibility of each classroom teacher who uses them.

All equipment should be returned to the correct places after use. Resources are located in the corridor outside Nile Class and in the Meeting Room.

### **Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In the Early Years Foundation Stage and throughout Key Stage One all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site.

At Upper Key Stage Two, we offer the opportunity to take part in a residential trip where fieldwork is carried out as an integral part of the educational visit.

### **Curriculum Organisation and Planning**

Geography makes a significant contribution to the Early Learning Goal objectives of developing a child's knowledge and understanding of the world and is taught in Darling Class as an integral part of the topic. Geographical aspects of the children's learning relate to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 3-5.

Stanton St Quintin Primary School has a cross-curricular approach to planning. This approach is thoroughly grounded in the National Curriculum Programmes of Study. Geography is a significant factor of the balanced topic planning throughout Key Stage 1 and Key Stage 2.

Due to the mixed age classes at Stanton, there is a two year rolling programme at Key Stage 1 and Key Stage 2. The school uses Dimensions as a starting point for curriculum planning to ensure the breadth of the National Curriculum is taught and there is a progression of skills directly related to the Age Related Expectations of the National Curriculum.

## **Monitoring and Evaluation**

The Humanities Curriculum coordinator monitors the implementation of the Geography teaching and learning both when Geography is an 'in focus' and 'light touch' subject identified on the school's M and E Cycle.

Any whole-school issues that emerge concerning Geography teaching and learning are considered by the Senior Leadership Team then raised at Staff and Key Stage Meetings.

## **Staff Development**

All staff are encouraged to participate in staff development both for the benefit of the school (and therefore the pupils) and for furthering their own professional development.

The sharing and discussion of standards of work, expectations, and assessment is encouraged and not only leads to personal development, but also builds staff confidence.