



Geography Policy

The status of the policy: Final

Purpose: the purpose of this policy is to outline how we teach geography across the school

Consultation: staff, governors

Links with other policies:

- Whole school vision statement
- Equality of Opportunity Policy
- Inclusion Policy
- Assessment, Recording and Reporting Policy
- Home Learning Policy
- Behaviour & Anti Bullying

Monitoring and evaluation: this policy will be monitored and evaluated by the Well-Being Team leader.

Date established by governing body: July 2021

Date for full implementation: September 2021

Date for review: September 2024

Introduction	2
Aims.....	2
Delivery and content	3
Teaching Methods	5
ICT.....	5
Resources.....	5
Assessment and Record Keeping.....	5
PSHE and Citizenship	6
Equal Opportunities	6
Special Educational Needs	6
Pupils Working Above Age-related Expectations.....	6
Health and Safety	6
Review	6

Introduction

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.

Aims

The new 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.

Delivery and content

Geography teaching will be delivered through the New National Curriculum and the Inspire Curriculum (where appropriate) based on the key skills identified in school. Units will be used as appropriate to meet the needs of children and will be adapted by staff as appropriate.

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

- 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 and 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:

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

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 Methods

The variety of teaching methods needed to match the abilities and interests of the children will include the following

- knowledge given by the teacher
- fieldwork (linked to real life issues wherever possible)
- creative activities
- questions and answers

- use of ICT
- use of books, maps and atlases
- role play and drama
- A variety of cross curricular links

All these methods will be used in class, group or individual situations as appropriate.

Computing

Computing is used in this subject for recording work (e.g. when using word processors and databases) as well as for helping children's understanding of the topics covered through meaningful activities.

Resources

Globes, wall maps, atlases, computer software and videos can be found in each key stage.

Other general pictures, postcards, aerial photographs, posters, maps and teacher's books are available in year groups.

Recording instruments can be found in year groups.

A variety of children's and adult resource books can be found in the library.

Assessment and Record Keeping

Children are assessed to be working at, over or below the best fit for their age group. There will be extra attention paid to those working below or beyond their expected level.

The assessment will be ongoing and be made by:

- Observing them at work in groups or individually.
- Discussions and questioning.
- Looking at the school assessment material and assessing work and knowledge.

The results of these assessments will be recorded in line with the school recording system.

PSHE and Citizenship (Including Golden Rules).

In geography children have the opportunity to

- a. learn about themselves as developing individuals and members of their communities
- b. form relationships and work with others
- c. learn basic skills for keeping themselves healthy and safe
- d. become aware of the needs, rights and views of others

- e. learn social skills and a sense of social and moral responsibility in relation to protecting and improving the community and wider world
- f. develop an active involvement in the life of the school and its neighbourhood
- g. learn about the wider world and the independence of communities within it
- h. reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future

Equal Opportunities

Due regard will be paid to the school's equal opportunities policy to ensure that children are not discriminated against in the application of this curriculum policy.

Special Educational Needs

Due regard will be paid to the school's Special Educational Needs policy to ensure that pupils with special needs are catered for in the application of this curriculum policy.

Gifted and Talented Pupils

Due regard will be paid to the school's policy for those working above age related expectations to ensure these pupils are catered for in the application of this curriculum policy.

We recognise the fact that we have children of differing ability in all our classes. Therefore we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Health and Safety

When any offsite field work is undertaken the appropriate offsite activity procedures must be correctly followed. Due regard will be paid to the school's health and safety policy to ensure that school guidelines are followed in the application of this curriculum policy.

The Lead Teacher in the year group will be responsible for ensuring correct paperwork is completed in the event of off-site activities.