

St Ippolyts C.E. Primary School



**Geography
Policy**

January 2018



ST IPPOLYTS CE (AIDED) PRIMARY SCHOOL

GEOGRAPHY POLICY

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1. The importance of Geography

- Geography helps children to recognise and value our interdependence with other people in their own area and in the wider world and to appreciate the diversity evident in the world among people and environments.
- Geography supports children to develop an understanding of 'place', their own place in the world and that of other people.
- The geography that children learn is brought 'alive' for them through investigating and asking questions about their own world.
- Geographical skills give children distinctive tools with which to successfully navigate and engage with their world.
- Geography provides opportunities that nurture children's vital interpersonal skills, such as empathy, collaboration and argumentation and prepares them to play an active role as informed, responsible citizens of the world.
- Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

2. Aims and objectives

Taking into account the requirements of the National Curriculum (2013), all children should be able to:

- Develop a contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- 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 variation and change over time.

Additionally, all children should be 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 and writing at length.

In order to achieve these aims, teachers will provide effective learning opportunities for all children by:

- Inspiring children with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equipping the children with knowledge about diverse places, people, resources and natural and human environments, together with a deepening understanding of the Earth's key physical and human processes.
- Developing a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Obtaining geographical knowledge, understanding and skills.
Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

3. Teaching and learning

Teaching methods

A variety of teaching and learning styles are used in geography lessons with children taught as individuals, in groups, or as a class. Children are encouraged to ask, as well as answer, geographical questions. Children are given the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs and will use ICT where this serves to enhance their learning.

Children take part in role-play and discussions, as well as presenting reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, children are involved in 'real' geographical activities, such as research of a local environmental problem or use of the internet to investigate a current issue. Fieldwork is integral to good geography teaching and learning, so we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Planning

In accordance with the National Curriculum (2013)

Geography within the Early Years

In the Early Years learning follows the objectives set out in Early Years Foundation Stage Curriculum. Key skills, knowledge and experiences are individually assessed through the Foundation Stage Profile. Geography makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in 'people who help us'

costumes, looking at world maps and globe when talking about hot and cold environments or using road mats with cars to encourage first map-work skills.

Key Stage 1

During Key Stage 1, the children will develop their knowledge about the world, the United Kingdom and their locality. They will be able to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation.

The children will 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 St. Ippolyts and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

The children will 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. The children will develop their use of

geographical knowledge, understanding and skills to enhance their locational and place knowledge.

The children will 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 in 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 8 points of a compass, 4- and 6-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.

The teaching and learning of Geography is organised to follow a topic based cross-curricular approach, at both Key Stages. Our curriculum planning is split into three: Key Stage 1, Lower Key Stage 2 and Upper Key Stage. A two-year rolling programme ensures coverage of the programmes of study and provides continuity. Opportunities for links with other subjects are used as much as possible.

Using the local environment and involving the local community

Within the school grounds there is a playground, large field and an environmental area with a pond. The children are involved in maintaining and improving these areas. Fieldwork can be easily undertaken in the local area at a variety of scales (village, town, city). A number of local people and businesses have been involved in school and reinforce pupil's geographical knowledge and understanding.

Enrichment and cross curricular opportunities

Where possible, enrichment opportunities are built into the geography curriculum through off-site trips, visitors and workshops.

Cross curricular links are made with other subjects, examples include:

- Whole school themed arts days such as Africa, Australia, India
- Religious Education when studying world faiths
- Through non – British history units of work
- Mathematics – coordinates, compass directions linking with mapping skills
- PSHE – global citizenship, cultural diversity
- Through supporting charity appeals for overseas world issues

4. Equal opportunities

All children have equal access to the geography curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child.

Children with Special Educational Needs

Children with SEND are taught geography alongside their classmates and are provided with activities to suit their ability. Activities may be differentiated by support, time, questioning, expectation, task or grouping.

5. Assessment, recording and reporting

The nature of assessment depends on the type of activity or lesson and the age or ability of the children.

Assessment methods include:

- Observing children working, individually or in groups.
- Questioning and listening to children.
- Assessing written work.
- Use of ICT.
- Observations undertaken by the Geography Subject Leader.

At the end of a unit of work summary judgements are made for each pupil recording if they have yet to meet, met, or exceeded the expectations of the unit. These assessments are used to plan future work, to provide the basis for

assessing the progress of each child and provide information for the next teacher. The Geography Subject Leader keeps samples of the children's work in a portfolio.

In both Key Stages children have opportunities to use their learning powers to record their work in a variety of ways, such as writing, pictorially, maps, using ICT, diagrams or graphs, verbally, role-play or drama and group or individual presentations.

Parents are informed of their children's attainment in geography in their annual report.

This is reported as:

- Working towards age related expectations
- Working within age related expectations
- Working above age related expectations

6. Health and safety

All teachers follow the school's agreed procedures when taking children out of school for visits to geographical sites (see School Guidelines).

7. Resources

Resources are continually reviewed, by class teachers and the subject leader, to enable effective teaching of Geography units in the Scheme of Work.

Resources are held in each classroom. All classrooms have a globe. There are also central stores of maps (variety of scales) and other Geography equipment, such as that used for weather data collection. In the library there is a good supply of geography topic books and a collection of atlases for use in KS2.

There is a range of educational software to support teaching and pupil's individual research. A list of useful websites is held by the subject leader.