

Geography Policy 2018

DEFINITION

“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 framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

National Curriculum 2014

AIMS

The 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

TEACHING OBJECTIVES

Geography within the creative framework should not be seen as a stand alone subject. It needs to be embedded within a theme which will make it more meaningful to the children. There are broad objectives to show the ways in which geography can achieve its aims.

Children should be given the opportunity to:

- Carry out fieldwork.
- Learn how places are similar and different, are linked to other places and to the wider world.
- Learn about the physical and human features of environments and how we are influenced by and affect, environments.
- Express views.
- Carry out investigations which focus on geographical questions encouraging enquiry, e.g.

Places

- Where is this place?
- What is it like?
- How did it get like this?
- How is it changing?
- How is it linked to other places?
- What could it be like in the future?
- What do I think/feel about the place?

Themes

- What is it?
- Where is it found?
- What is it like?
- How did it get like this?
- How is it changing?
- Are there management issues?
- What does the future hold?
- What do I think about it?

Key stage 1 National Curriculum Expectations

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 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 National Curriculum Expectations

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 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

PLANNING

There is a programme of study for Geography in place from Year 1 through to Year 6 that is taught through our Creative Curriculum Planning and mapped using the Creative learning Journey planning wheels. This programme fits into the cross curricular creative planning across the school. Geographical skills in the Foundation Stage are planned through the objectives within Knowledge and Understanding of the World.

Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Geography curriculum for that year group throughout the year. The Creative Planning Wheel is to be used for planning of units which are skills based. Teachers will plan before the start of each new theme, and at this point highlight the skills that will be covered. Teachers will then meet on a weekly basis to plan lessons connected to each particular unit. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered.

RECORD KEEPING, ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are a useful tool to keep as a reminder of pupils achievements.

Progress against key objectives is tracked using TARGET TRACKER.

Formative assessment is used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in Geography is reported to parents through the pupil annual report and termly consultation meetings.

MONITORING

Teaching and Learning for Geography is monitored using the Geography Passport to Success.

INCLUSION

Woodcroft Primary School: Mission Statement

'Together Towards Success'

Together we aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

Towards an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community.

EQUAL OPPORTUNITIES

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

HEALTH AND SAFETY

Children should be working in a safe environment, both in and out of the classroom. When taking temperature readings, spirit thermometers or crystal strips should be used. Thermometers containing mercury are not safe to use in the primary classroom. When conducting fieldwork, children should be properly supervised and should be made aware of any potential danger such as busy roads or water hazards. Children should be taught and encouraged to show respect for living things and the environment.

PARENTAL INVOLVEMENT

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping

the child with any research or homework which may be set. Asking parents to send in artefacts and postcards, and inviting local people to come in to talk about the jobs they do.

Updated July 2018: by G. Wray (Geography Subject Coordinator)

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