

Smallthorne Primary School



Geography Policy

Written: Spring 2015
Reviewed : August 2016

Introduction

Geography not only enhances children's knowledge and understanding of the World they live in but can develop British Values and SMSC teaching. *The cultural development of pupils is shown by their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.* (OFSTED school inspection handbook 2014(134, p. 36))

'Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.' (2013 OFSTED Subject guidance)

Geography curriculum

Our coverage of Geography aims to meet all the objectives of the DFE National curriculum in England 2014 Geography programmes of study for key stages 1 and 2 and EYFS 'development matters' objectives in Understanding the World.

FOUNDATION STAGE

22-36months

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment

30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows care and concern for living things and the environment

40-60 months

- Looks closely at similarities, differences, patterns and change

Early Learning Goal

- Children know about similarities and differences in relation to places.
- They talk about the features of their own immediate environment and how environments might vary from one another.

KS1 & KS2 Geography programmes of study: National curriculum in England

Purpose of study

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 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.

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.

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, 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

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

Planning

Every class has a half termly cross-curricular topic. Class topics have been planned so that over the year to enable full and broad coverage of the 'humanities' subjects. Our assessments of children's skills (see assessment section) provides teacher's with next steps and next skills required to be taught during each topic

We aim to plan a curriculum which includes progression and a broad range of Geography experiences which develop geographical skills in **location knowledge, place knowledge, geographical skills & fieldwork and human & physical geography.**

Assessment

During the Early Years teachers assess children's progress towards achieving objectives in Understanding the World

Teachers in Year 1 to Year 6 assess the children's work in Geography while observing them working during lessons make ongoing formative assessments which are marked on the 'dotties' and used to inform future planning.

Summative assessments are made use Geography 'dotties' class checklist.

Geography and Computing

Computing enhances our teaching geography, wherever appropriate, in all key stages. ICT enhances both teaching and learning. ICT gives our pupils access to a large quantity of information about people, places and the environment. Children can explore the world using maps and GoogleEarth in various scales. ICT enable children to see places and people they would not be possible without it. Email and web cams can allow children to talk people in different locations around our country and the world enhancing awareness in PSHE and Citizenship and British Values Children can use ICT to record and present their findings.

Written by Amanda Peake Geography Leader

Reviews: by A. Peake August 2016

Agreed by:

Governor:

Head Teacher: