



Gedney Church End and Lutton St Nicholas Federated Primary Schools

Geography Policy

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Introduction

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They 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 teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Expectations in Key Stage 1

The content of the Key Stage 1 Geography Curriculum is broken down into 4 distinct areas, as follows:

1. Locational Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical Skills and Fieldwork

Locational Knowledge:

The majority of pupils will be able to:

- 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:

The majority of pupils will be able to:

- 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 majority of pupils will be able to:

- 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 (e.g. near, 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 the form of 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

Expectations in Key Stage 2

The content of the Key Stage 2 Geography Curriculum is broken down into 4 distinct areas, as follows:

1. Locational Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical Skills and Fieldwork

Locational Knowledge:

The majority of pupils will be able 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)

Place Knowledge:

The majority of pupils will be able to:

- 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

The majority of pupils will be able to:

- Describe and understand the 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:

The majority of pupils will be able to:

- 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, graphs and digital technologies

Aims

1. To enable children to gain knowledge and understanding of places in the world.
2. To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
3. To allow children to learn graphic skills, including how to use, draw and interpret maps.
4. To enable children to know and understand environmental problems at a local, regional and global level.
5. To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
6. To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning

A variety of teaching and learning styles are used in geography lessons. Whole-class teaching methods are used and combined with enquiry-based research activities.

Children are encouraged to ask as well as answer geographical questions. Children are offered the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and are encouraged to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of their class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in real geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

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

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children when possible.

Key Skills

As the National Curriculum Programmes of Study at both Key Stage 1 and 2 are detailed, the range of Key Skills that staff will seek to develop through the teaching of Geography will be more limited, consisting of the following:

Key Stage 1

Key Skill	How it is Developed through the Teaching of Geography
<p>Investigate: Undertake investigations and enquiries using a variety of methods, media and information sources</p>	<ul style="list-style-type: none"> ▪ I can ask and answer questions about places and environments ▪ I can describe what sort of things I see in a place or environment ▪ I can investigate the character of my own area ▪ I can use information and my own observations to help me ask and answer questions about places and environments ▪ I can recognise how people affect the places in which they live
<p>Analyse Evidence: Compare, interpret and analyse different types of evidence from a range of sources</p>	<ul style="list-style-type: none"> ▪ I can use observational skills when I visit a place or environment ▪ I can use information that has been given to me to find out about

	<p>places and environments</p> <ul style="list-style-type: none"> ▪ I can make my own observations ▪ I can use the Internet to find out about places ▪ I can make notes about the features that give places their unique character
<p>Communicate: Present and communicate findings in a number of different ways and develop arguments and explanations using technical vocabulary and techniques</p>	<ul style="list-style-type: none"> ▪ I can describe places using geographical words such as 'physical' and 'human' and also their key features ▪ I can use an appropriate technical vocabulary ▪ I can independently write and present my findings
<p>Consider and Respond: Consider, respond to and debate alternative viewpoints in order to take informed and responsible action</p>	<ul style="list-style-type: none"> ▪ I can describe what I like and dislike about a place or environment ▪ I can talk about ways to improve the place in which I live ▪ I can give my views on an environment or locality

Key Stage 2

Key Skill	How it is Developed through the Teaching of Geography
<p>Investigate: Undertake investigations and enquiries using a variety of methods, media and information sources</p>	<ul style="list-style-type: none"> ▪ I can use skills and sources of evidence to respond to a range of geographical questions and patterns ▪ I can give reasons for my observations and views about places and environments ▪ I can use my geographical knowledge to suggest suitable geographical questions ▪ I can use a range of geographical skills to help me investigate places and environments ▪ I can use primary and secondary sources of evidence in my investigations
<p>Analyse Evidence: Compare, interpret and analyse different types of evidence from a range of sources</p>	<ul style="list-style-type: none"> ▪ I am aware that different places may have both similar and different characteristics that influence the lives and activities of the people living there ▪ I understand that people can both improve and damage the

	<p>environment</p> <ul style="list-style-type: none"> ▪ I understand that both physical and human processes can change the key features of places ▪ I can explain how these changes affect the lives and activities of the people living there ▪ I understand the importance of wider geographical location and how this adds to my overall understanding of places
<p>Communicate: Present and communicate findings in a number of different ways and develop arguments and explanations using technical vocabulary and techniques</p>	<ul style="list-style-type: none"> ▪ I can describe the physical and human features of different localities and geographical patterns ▪ I can give explanations for the location of some of these features ▪ I can use appropriate vocabulary to communicate my findings ▪ I can show knowledge and understanding of the geography of the United Kingdom and the wider world ▪ I can recognise and describe the physical and human features of different places
<p>Consider and Respond: Consider, respond to and debate alternative viewpoints in order to take informed and responsible action</p>	<ul style="list-style-type: none"> ▪ I can recognise that people seek to improve and sustain the environments in which they live ▪ I can offer reasons for my own views about environmental change ▪ I recognise that people may hold different views

Curriculum Coverage and Planning

Long and medium planning will demonstrate coverage and progression of the National Curriculum key skills for Geography.

All teachers will be responsible for the planning and teaching of Geography and will use a variety of teaching methods.

Due to mixed-age classes, medium planning will be done in either a 3 year or 4 year rotation cycle. In this way we will ensure that the children have complete coverage of the National Curriculum but do not repeat topics.

Special Educational Needs

Teachers are best placed to judge whether the learning objectives meet the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed. Teaching activities will be adapted to ensure that children with special educational needs of all kinds may participate fully and demonstrate their achievements.

Assessment and Recording

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

Celebration of Success

It is important that children's success in geography is acknowledged and celebrated appropriately. This will be done through class discussions, displays and through presenting work to peers and parents in assembly.

Inclusion and Equal Opportunities

All pupils in the federation, regardless of ability, should have equal access to the Geography curriculum in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they will experience Geography from many different cultures. We also recognise the contribution that Geography makes to the Unique British Values that all subjects will seek to promote (see below).

The Contribution of Geography to the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

Democracy: respect for democracy and support for participation in the democratic process

The Rule of Law: respect for the basis on which the law is made and applies in England

Individual Liberty: support and respect for the liberties of all within the law

Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subject of Geography can contribute to the development of these values in the following ways:

- Focusing on the work of prominent British people in the field Geography, in particular people from history
- Promoting tolerance and understanding of different cultures and styles within Geography
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Fieldwork that embraces different aspects of the British Isles including urban and rural centres of population and employment
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues including land-use, erosion, ecology, environmental change, pollution, the impact of humans on the environment, population growth including over and under-population, housing, natural and man-made disaster and changing weather patterns
- How local, regional, national and international community has promoted a sense of belonging and shared identity

The Learning Environment

Stimulating learning environments will be created with children's work being celebrated through display where appropriate. Given the fact that Geography is ostensibly driven by process, photographic records of development will be both encouraged and displayed.

Safe Practice

The Federation's Geography policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Pupils will be taught to recognise hazards and take appropriate action. In these instances, teaching staff will ensure that appropriate Risk Assessments have been developed and incorporated within their short and medium term planning. These will be subject to monitoring and scrutiny by a variety of agencies including in-house monitoring, the Educational Visits Co-ordinator (EVC) governor scrutiny, the Education Advisor, OfSTED and any other appropriate body.

Fieldwork

Fieldwork is integral to teaching geography and the Federation will include as many opportunities as it can to involve children in practical geographical research and enquiry. Every trip will be comprehensively Risk Assessed with counter-signatures from the Educational Visits Coordinators at both schools.

Leadership and Management

Due to the size of the schools within our federation, it is not possible to have a named subject leader for Geography. To ensure appropriate and effective leadership and

management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

Staff Meeting 1: Planning, continuity, progression and standards
Staff Meeting 2: Resourcing, cross-curricular links
Staff Meeting 2: Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

Monitoring and Review

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

Signed by Head Teacher:

Ratified by Governors: October 2012

Updated: December 2015