



## Geography Policy

### Rationale

*“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 environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”*

*National Curriculum 2014*

### Geography and the National Curriculum

Geography is a National Curriculum foundation subject. The programme of study outlined in the long-term planning make up the content of the school’s geography curriculum. All children are entitled access to the programmes of study at a level appropriate to the needs of the individual child. The knowledge, skills and understanding in the programmes of study identify the aspects of geography in which children make progress:

- Geographical enquiry and skills.
- Knowledge and understanding of places.
- Knowledge and understanding of patterns and processes.
- Knowledge and understanding of environmental change and sustainable development.

Geography is taught at Monksdown Primary using a topic-based approach. Skills and knowledge are taught and cross curricular opportunities are encouraged. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as globes, maps, statistics, graphs, pictures, and aerial photographs. The pupils use ICT in geography lessons to access mapping software; interpret data in the form of graphs or tables and to research geographical environments.

**In Key Stage 1**, Pupils should develop knowledge about the world, the United Kingdom and their own 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.

**In 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. Main teaching points are reinforced through longitudinal learning and cross curricular links.

### **Planning and Delivery**

- Both Key Stage 1 and 2 follow the National Curriculum 2014
- Activities both within the classroom and outside are planned to encourage full participation by all children irrespective of ability.
- Fieldwork activities are an important part of geography and form an integral part of geography curriculum planning.
- The geography curriculum will be delivered by class teachers.

### **Key Stage 1**

Pupils should be taught:

#### **Location 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 (e.g. 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 be taught:

### **Location 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.

## **Progression and Differentiation and Assessment**

Differentiation forms an integral part of planning in Geography. Differentiation may be by task, by learning objective, by outcome, by teacher support, by teaching methods, by resources Geography Key Skills statements are used for assessment at the completion of each Geography unit. Each teacher submits class data to Geography Lead to assist with the production of an annual Geography report to governors.

## **Resources**

Children will have access to a variety of resources to aid their learning that include; globes, atlases, maps, photographs (including aerial), compasses, measuring equipment, books and games. Geography resources can be found in the Geography resource bank with additional resources supplied by the coordinator when required.

## **Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Geography needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Geography are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

## **Accessibility and Teaching Geography to pupils with Special Educational Needs**

We teach Geography to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.

## **Subject Leadership**

The Subject Leader will:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.

- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

### **Policy Review**

This policy was last reviewed: Spring 2018

Date of next review: Spring 2020