


Geography Policy

RISE PARK PRIMARY AND NURSERY **SCHOOL**



Geography Policy

December 2020

Signed by Chair of Committee	
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Geography Policy

Rise Park Primary and Nursery School – Geography Policy

Introduction:

This policy outlines the purpose, nature and management of the Geography taught and learnt in our school. Geography is a foundation subject within the National Curriculum. The school policy for Geography reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body and teachers. The implementation of this policy is the responsibility of all the teaching staff.

Rationale for Geography Teaching

Geography is an integral part of the curriculum as it provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments across the world, an understanding of maps and atlases, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Through their work in Geography, children learn about their local area and make comparisons between their life in this area, that in other regions in the United Kingdom and within the wider world. By developing their knowledge and understanding of human geography, children gain an appreciation of life in other cultures and of people in other places.

Geography aims:

- To foster a sense of wonder and curiosity about the world in which we live and develop a sense of place.
- To develop children's geographical vocabulary and skills.
- To develop knowledge and understanding of the human and physical processes and patterns which shape places.
- To adopt an enquiring approach to the world around them, developing their ability to formulate appropriate questions, research, handle data and draw conclusions.
- To become familiar with our own surroundings and extend our interest, knowledge and understanding of contrasting localities in Britain, Europe and the wider world.
- To appreciate similarity and difference in the world around them and increase children's knowledge of other places and cultures.
- To teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To enhance children's understanding of environmental issues at a local, regional and global level and encourage them to live sustainably.

Foundation Stage:

Geography in the Foundation Stage and Nursery is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the EYFS, Understanding the world. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world

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through a range of different activities. Planning follows the interest and needs of the children each half term.

Key Stage One:

The National Curriculum Programmes of Study at Key Stage One focuses on developing children's knowledge, skills and understanding of Geography. Children 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 are taught to:

- Name and locate the world's continents and oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- 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, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather.
Key human features, including: city, town, village, factory, farm, house, office, and shop.
- 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.
- Simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic 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 the key human and physical features of its surrounding environment.

Key stage Two:

The National Curriculum Programmes of Study at Key Stage Two also focuses on developing children's Knowledge, skills and understanding of Geography. Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe and North and South America and 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, including hills, mountains, cities, rivers, key topographical features 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, and time zones (including day and night).

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- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America.
- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Stage 1 and 2 Long term Geography planning

<u>Term</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn	Local Area	Local Area – Rubbish, Reducing and Recycling	<i>History focus</i>	Frozen Lands	Rainforests and South Americas	Incredible earth (volcanoes and earthquakes)
Spring	UK countries and capitals	<i>History focus</i>	North American study with a range of countries including The Caribbean	<i>Environmental Issues</i>	<i>History focus</i>	<i>History focus</i>
Summer	Contrasting locality study UK	Exploring the World including a Contrasting locality: Africa and our local area	<i>History focus</i>	Contrasting locality study- Egypt (linked to History)	<i>History focus</i>	European study with a range of countries Fieldwork - Castleton residential

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Recording of Geography:

Pupils are encouraged to record their work using a variety of methods and communicate their findings to others. These may include written or verbal reports, charts, collages, models, pictures and role play activities. Children's written evidence will be recorded in their individual writing book.

Geography outside the classroom:

Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children also do a study of the local area and the school grounds.

Cross -Curriculum links in Geography:

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames as appropriate. Children are provided with opportunities to write at length in Geography with the aim of showing consistency in writing across all subjects.

Mathematics

Our field work investigations develop data handling and graphing skills. The spatial dimension of map work is mathematical too, through direction and locational work. Our map work develops the children's ability to understand and use co-ordinates and the skills of using a compass.

Science:

There are similarities between the enquiry approach and scientific investigation. The skill of identifying similarities and differences is also mirrored. Children gain an understanding of a range of topics that have an underlying scientific concept.

ICT:

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Pupils will be provided with opportunities to develop and apply their ICT skills to support their learning in Geography. Information and communication technology enhances our teaching of Geography wherever appropriate. Children are encouraged to investigate, handle data and present findings through use of computers and iPads. We also use digital cameras for fieldwork and classroom follow up.

Spiritual, Moral, Social and Cultural Aspects

Our children are offered many opportunities to examine the fundamental questions in life through their study of Geography. We encourage children to think about the impact that people and development can have on the world. We help children to develop their knowledge and understanding of different cultures, so that they can acquire a positive attitude towards one another. Children are taught about how society works to resolve difficult issues such as economic development, contributing towards their social development. Geography can contribute to children's appreciation of what is right and wrong, raising many moral questions throughout the programmes of study.

Assessments:

Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children's work by making informal observations during lessons. Teachers assess work and then use this information to plan for future learning. As children's knowledge and understanding progresses, they are encouraged to make observations about their own work and how they can improve on it. Teachers will provide opportunities for both self- and peer-assessment, in line with the other subjects of our curriculum. Written assessments are made on children's work through written comments but more often, verbal feedback between the child and teacher provides areas for development. Samples of children's work are kept each year which show the expected level of achievement of Geography in each year of the school.

Marking:

Feedback to pupils should be provided on their attainment against the objectives of Geography. Pupils are encouraged to improve their own learning performance through the school marking policy.

Inclusion:

Equal opportunity:

At Rise Park Primary and Nursery School, we teach Geography to all children, whatever their ability and individual needs. The Geography curriculum provides all children with a broad and balanced education. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.

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- We deal with such issues clearly and sensitively when they arise.

Differentiation:

At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We use a range of strategies to support pupils and ensure that pupils' needs are catered for in each aspect of the curriculum. A few of these, particularly relevant to Geography are:

- The use of several levels of difficulty of vocabulary in class lessons by the teacher e.g. areas of housing/residential areas.
- Modified text passages as expected in other curriculum areas.
- Different levels of written or oral questions for pupils investigating photographic or other visual materials.
- Modified graphs, e.g. the use of ICT to graph data, axis provided and labelled.
- Careful use of support for pupils with English as an additional language.
- The use of large scale maps, always colour highlighted for pupils with particular additional needs.

For our more able pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple geographical enquiry.
- Rather than giving gifted pupils additional writing tasks, teaching staff will encourage them to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Opportunities within Geography for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership).
- Opportunities to make the school more environmentally sustainable.

Resources:

We have resources in our school, to enable us to teach each of the Geography topics from Foundation Stage through to KS2. Many of these resources are kept in a central location, however, those resources more specific to each key stage are kept in a more accessible place for the relevant year groups. Resources are audited and updated on a regular basis by the subject leader.

Monitoring and Evaluating:

The subject leader is responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead in Geography. The subject leader is also responsible for liaising with colleagues to ensure that the units of study are appropriate from year to year, and to maintain continuity and progression throughout the school.

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This policy was reviewed and adopted by staff and governors in December 2020.

This policy will be reviewed every three years.