

KINETON GREEN PRIMARY SCHOOL



GEOGRAPHY POLICY

June 2018

(Revise 2021)

Purpose of study

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment.

Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of geography, Kineton Green Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in the most appropriate way.

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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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.

The Place of Geography in the Curriculum

Subject content

Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

All activities will adhere to the objectives set out in the framework.

In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

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.
- 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 (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.

Education for Sustainable Development

As the importance of ESD continues to grow, it has been incorporated into the Geography curriculum. Specific links have been written into the medium term planning which refer to the 7 aspects of ESD. Please see the 'Education for Sustainable Development in Geography Policy' for further clarification.

Cross-curricular links

Wherever possible, the geography curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.

- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

ICT

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

Spiritual development

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

Teaching and learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences
- Collaborative work
- Role-play and discussions
- Problem-solving activities
- Classifying and grouping
- Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.

The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

Geography is taught as part of our Imaginative Learning Projects and discreetly where necessary. It is sometimes embedded in our Literacy areas as well as being taught as a subject depending on the Project.

The Cornerstones Imaginative Learning Project provides for the Medium Term Plan and incorporates specific learning objectives (skills, knowledge and concepts) suggested activities, outcomes and opportunities for assessment. An important and integral part of this planning is the identification of a memorable experience that engages the pupils. This system strongly supports the aims of the school for continual development and improvement.

Weekly short-term planning and classroom organisation are the responsibility of class teachers, working in close co-operation with other Phase members and in consultation with the subject leader where necessary.

Formative assessments are an integral part of the medium term plan, where outcomes are linked directly to learning objectives. Each class teacher has the responsibility for assessing, recording and reporting pupils' progress and attainment in Geography.

The learning objectives should always be shared with the pupils and achievements reviewed in the plenary. Success criteria or the wif are also to be shared with the children either orally or in writing. Assessments are made in a variety of ways including pupils' drawing, writing, discussion and investigation.

Safety

All activities both within and beyond the classroom will comply with the guidelines in the School's Health and Safety Policy. Pupils are expected to behave in a considerate, responsible manner, showing respect for other people and the environment.

All adult helpers on visits and fieldtrips are fully briefed as to the learning objectives of the project.

Resources

Children will have opportunities to use a range of resources :-

- globes
- maps
- atlases
- photographs
- books
- games
- artefacts
- ICT

Resources for Geography are stored in a central area, (unless class specific) together with those for other curriculum subjects (Science and History). It is the responsibility of each class teacher to ensure resources are returned to this area after use. In consultation with the teaching staff, the Subject leader will purchase additional resources from the yearly allocation of finances.

Any website resources or ICT based resources will be saved centrally on the school system for future reference.

S.E.N.

It is our school policy to provide equal opportunities in Geography and to sensitively meet the needs of all pupils regardless of age, gender, race or having a disability. Activities within the classroom and beyond are planned in such a way as to encourage the full and active participation by all children irrespective of ability. All children are encouraged to explore all roles and activities and, when possible, appropriate aids, staffing resources and arrangements are made available to support children with a special educational need.

Equal Opportunities

The Geography curriculum follows the School's Policy to allow equal access to the benefits, facilities and services, to prepare all pupils to contribute positively to society, to develop respect and understanding to encourage challenge of stereotypes and to have high expectations of all regardless of social background, sex, ability or culture. Opportunities within the subject will be used to raise awareness and appreciation of the ethnic and cultural diversity of this country and the world.

Home-School Links

Parents/Carers are also welcomed to support children within the classroom environment and on visits and field trips.

Additional geography homework may be given. This tends to be in the context of seeking information and resources to support classroom activities.

Reports to parents should make reference to pupils' progress in the key elements.

The Role of the Geography Subject leader

The role of the Geography Subject leader is that of a subject manager, having responsibility for :-

- planning and organising Geography throughout the school via Schemes of Work.
- preparing and reviewing policy for the teaching of Geography.
- monitoring and evaluating the implementation of policy and planning through informal discussion about mid and short term plans and perusal of books and displays.
- reviewing and revising mid-term plans.
- overseeing the assessment and recording of pupil's progress in Geography.
- monitoring standards, continuity and progression.
- providing guidance to teacher on content, methodology and resources.
- auditing and organising resources.
- maintaining a subject portfolio which represents range of ability.
- attending relevant in-service training and disseminating information to other staff.
- reporting and planning subject development annually, via the School Improvement Plan.
- liaison with the Headteacher.