

St George's C of E Primary and Nursery School Geography Policy

Statement of Intent

At St. George's C of E Primary and Nursery School all children follow a broad and balanced curriculum. A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

It will make them aware that we must think globally, it is the exploration and understanding of the children's surroundings and the world in which they live and the impact that they have upon this planet and their responsibilities towards it.

Aims

Our aims in teaching geography are 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 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 and numerical skills and writing at length.

Foundation Stage

In Nursery and Reception, children follow a child centred curriculum that promotes opportunities to use the local and distant surroundings as learning opportunities. Staff provide a wide variety of Learning Away visits to develop children's awareness and understanding of Human & Physical geography, basic geographical vocabulary and an understanding of their role within the world in which they live.

Key stage 1

Pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their location awareness.

Pupils are taught to:

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 [for example, 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 extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their location and place knowledge. Pupils are 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

- 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.

Subject planning

The school uses a two level planning system: short and medium.

Medium-term plans are more detailed plans for what will be taught during each term. They include the way the subject will be taught, resources needed/used and the assessments that will be undertaken to ascertain improvement and inform future planning.

Short-term plans are the day-to-day plans teachers use to outline what will happen during the week, the organisation of the lesson and the role of the adult. In addition, they include detailed learning objectives and outline the teaching and learning activities to be undertaken including differentiation, resources and assessment opportunities.

Teaching

Principles for effective teaching include:

Setting tasks in the context of pupils' prior knowledge.

Promoting active learning which inspires, excites and motivates pupils to know more.

Strategies for effective teaching include:

The use of a variety of teaching methods including, whole class work, Learning Away visits including residential's for some Key Stage 2 classes, small group study, investigative work, practical work and individual study.

Ensuring the method used suits the purpose and needs of the children and tasks are built on skills and understanding.

Assessment and recording

Assessment will be Teacher Assessment against the broad aims for each Key Stage. Staff will assess the children's ability to achieve the aims at the end of each topic highlighting areas of strength and development so that additional support can be given to help the children achieve the aims and planning can be adapted to support learning more precisely. This will be discussed at transitions meeting in the summer term so that planning can be updated in accordance with assessment findings. It is vital that this takes place as the fluctuations in knowledge and skills will be obvious as we move from the old to new curriculum.

The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within medium-term plans.

They will monitor the quality of teaching and the standard of work produced.

Evidence will be kept from year to year.

The subject leader will offer support to colleagues and share their expertise and experience.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore.

Resources

Each classroom will collect its own specific geography resources for each term including Atlases, maps, specific storybooks needed.

Learning Away visits will be planned by class staff. Risk assessments to be carried out in accordance with the school policy (additional help will be given by D.S.Smith or S Chapman as requested)

Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in geography lessons to ensure all pupils are provided opportunities to experience the range of activities on offer. Differentiation takes into account special educational needs and physical development that may affect learning.

(Learning Away visits must assess accessibility for all learners and staff including any medical conditions that may affect them e.g strenuous activities, animal linked activities for stakeholders with asthma)

Contribution of Geography in the core curriculum English

Geography encourages children to ask questions about the world around them and to discuss different view points. It provides a rich source of vocabulary that can be gained through a multi sensory approach making it real and memorable. Learning Away visit encourage speaking and listening in every age group and encourage the children to record what they have experienced in a wide variety of methods.

Maths

Geography uses maths in everyday situations and highlights the importance of understanding time, distance, directions and measurements. It provides ideal opportunities to practise skills taught in class that will be needed throughout their life time.

I.T

I.T is used to provide children with additional equipment, extending the possibilities for developing, recording and sharing their work. The use of IT enables children to see the power of technology by providing up to date images and information about places all over the world and beyond.

PSHE

In geography lessons children are taught to discuss how they feel about the world in which they live and the impact that people have upon our world.

It also offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings

Policy review

This policy will be reviewed at the end of a two year period in consultation with the Headteacher and teaching staff unless the DfE decide otherwise.

Read in conjunction with all appropriate policies Health and Safety, Feedback and Marking, Equality Plan, Inclusion policy