

Wilkinson Primary School Geography Policy - Contents

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Introduction

This policy expresses the school's purpose for the teaching and learning of Geography. It sets out the aims; planning of the curriculum and assessment and monitoring based on the Geography programmes of study (POS) for Key Stages 1 and 2 (DfE 2014)

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Context

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

INTENT

For Geography our **intent** is that all our children will aspire to learn about the world and its people; they will be equipped with knowledge about places, people, resources, environments and, physical and human processes, developing key geographical skills

Purpose:

Through the teaching of Geography we aim to:

- inspire curiosity and fascination
- know about diverse places, people, resources
- know about natural and human environments
- understand the Earth's key physical and human processes.
- understand interaction between physical and human processes.
- understand formation of and use of landscapes and environments
- use geographical tools to explain how the Earth's features at different scales are shaped, interconnected and change over time.

We also aim to deepen and broaden our knowledge and understanding by:

- developing contextual knowledge of location of places, seas and oceans.
- defining physical and human characteristics of places, seas and oceans.
- understanding processes that give rise to key physical and human geographical features of the world.
- understanding how key physical and human geographical features are interdependent.
- understanding how key physical and human geographical features bring about special variation and change over time.

By developing the children's skill, we aim to:

- collect a range of data gathered through fieldwork.
- analyse and deepen an understanding of geographical processes.
- communicate geographical information in a variety of ways, including map work and writing at length to a specific audience.
- interpret a range of sources including: maps, diagrams, globes, aerial photos and geographical Information Systems (GIS).

IMPLEMENTATION

Curriculum coverage and progression:

KEY STAGE ONE:

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Knowledge

- World
- UK
- Locality

Understanding

Basic subject specific vocabulary

Skills to include

First hand observation - to enhance locational awareness.

Location Knowledge

- G1 - Name and locate 7 continents and 5 oceans
- G2 - Name and locate 4 countries and capital cities of the UK and its surrounding seas
- G3 - Identify characteristics of countries in UK and its surrounding seas.

Place Knowledge

- G4 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.

Human and Physical geography

- G5 - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator, and the North and South Poles.
- G6 - Use basic geographical vocabulary to refer to:



- A) Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather
- B) Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork.

- G7 - Use world maps, atlases and globes to identify the UK and its countries
- G8 - Use world maps, atlases and globes to identify countries, continents and oceans studied at this Key Stage.
- G9 - Use simple compass directions (NSEW) and locational directional language (e.g near, far left, right) to describe the location of features and routes on a map.
- G10 - Use aerial photographs and plan perspectives to recognise landmarks
- G11 - Use aerial photographs and plan perspectives devise simple maps – construct basic symbols in a key
- G12 - 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 areas.

KEY STAGE TWO:

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

Knowledge and Understanding

- World – Europe, North and South America
- UK
- Locality
- This will include the location and characteristics of a range of the world's most significant human and physical features.
- Basic subject specific vocabulary relating to human and physical geography



Skills

- develop their use of geographical tools and skills to enhance their locational and place knowledge

Location knowledge

- G1 - 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
- G2 - 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
- G3 - 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

- G4 - 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

- G5 - describe and understand key aspects of:
 - a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - b) 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

- G6 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- G7 - 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.



- G8 - 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.

Delivery of the Curriculum

CREATIVE CURRICULUM

Geography will mainly be delivered through topic lessons and creative writing sessions however, it will also form a basis of the creative curriculum whereby year groups will centre their creative outcome around a theme. Where geography forms the basis of this outcome, it will be taught in a variety of creative lessons across different subjects.

FIELDWORK, VISITS AND HEALTH AND SAFETY

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

VIRTUAL REALITY

Sometimes, visits to a place of geographical interest are impossible; such as a visit to Mexico as part of the Mayans topic or an active volcano as part of the natural disasters topic. However, by harnessing the power of technology, it is possible to visit a place of geographical interest virtually using a set of VR headsets. Virtual reality can allow children to have an experience of a site without even having to leave the classroom. Staff have to be aware of certain medical conditions, such as photosensitive epilepsy, before using the VR headsets with their class.

GEOGRAPHY AND OTHER CURRICULUM AREAS:

Geography can affect:



- Pupils' SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT
 - Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.
 - Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.
 - Social development:** Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.
 - Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.
- The curriculum also provides opportunities to practice the skills learnt in PSHE.
- Pupils' LITERACY skills by allowing pupils to explore key literacy skills of research, presentation, different forms of text, vocabulary, writing for different audiences.
- Pupils' COMPUTING skills through the use of the internet, programming, developing databases, sorting, editing, structuring information and present information.
- Pupils' HISTORY skills can be used when teaching Geography. Such skills as the political changes of borders throughout history, study of places and how they've changed over a period of time, the importance of location and its local history.
- Pupils' MATHEMATICAL skills can be used. Geography uses number, units of measure, data handling, shape and application of mathematical knowledge.
- P.E. connections with Geography are numerous, such as a national dance of a specific country. Dance connections are already in place and have been incorporated into the P.E. schemes of work.
- MUSIC and ART allows the pupil to explore aspects of human geography of places studied. Music history of a particular location allows the child to explore music and art that the child may not have had the chance to discover before.
- Pupils' R.E. knowledge can be consolidated through geographical studies. R.E. has played an important role in shaping a country's political border and how religious disputes and arguments have sadly, in most cases, led to war.
- SCIENTIFIC knowledge can also be consolidated through geographical studies. Examining global warming and climate change due to rising levels of greenhouse gases and its subsequent impact upon the planet. Experiments surrounding global water levels rising due to the melting of polar ice caps could demonstrate this.

SPECIAL NEEDS:

Geography is an area that all children can participate in and gain understanding from. It is important to make sure that special needs are catered for so as to allow children with special needs full access to this area of the curriculum.

To cater for special educational needs the teacher will be expected to:

- 1) differentiate work more extensively.
- 2) provide alternate work so as to allow the child to participate.
- 3) allowing more time for tasks to be completed.
- 4) providing more specialist resources where needed.
- 5) provide additional adult support in cases where the teacher feels this will be beneficial to the child or group.
- 6) providing positive feedback to the child.

GIFTED AND TALENTED:

The needs of children on the gifted and talented register also need to be catered for to provide a necessary challenge that will help them to access learning with a greater depth.

To aide this, the teacher will be expected to:

- 1) differentiate work, allowing for a deeper understanding of the focus.
- 2) provide a wide range of opened-ended, perceptive questions.

Assessment:

Assessment is an important area of the Geography curriculum. Without assessment there is limited knowledge of how to move the pupil forward, how to judge our teaching of the subject and therefore how to move the subject on as a whole.

Assessment at Wilkinson Primary School will be based upon the collection of samples of work. These will be collected during regular subject monitoring. A cross-section of work from a range of abilities will be collected. Each collection of work will be based on a different aspect of the Geography programmes of study i.e. samples will cover evidence showing:

- Location knowledge.
- Place knowledge.
- Human and physical geography.
- Geographical skills and fieldwork.

The evidence will be collected, stored and monitored so as to inform future teaching, learning, levels of attainment and the fine tuning of the schemes of work.

At the end of every term, a foundation subject digital assessment grid will be completed by staff, giving a clear indication as to which of the objectives have been met and by which children. These will be clearly broken down into categories of emerging, expected and exceeding.

Early Years:

Geography is taught in the Foundation Stage 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 Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Understanding the World

People and communities: Children:

- are curious about people and show interest about themselves and their family.
- enjoy pictures and stories about themselves, their families and other people.
- have a sense of their own immediate family and relations.
- imitate everyday actions and events from their own family and cultural background, e.g. making and drinking tea.
- beginning to have their own friends.
- learn that they have similarities and differences that connect them to, and distinguish them from, others.
- show an interest in the lives of people who are familiar to them.
- remember and talk about significant events from their own experiences.
- recognise and describe special times or events for family or friends.
- show interest in different occupations and ways of life.
- know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

- enjoy joining in with family customs and routines.

The World:

- explore objectives by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- remember where objects belong.
- match parts of objects that fit together, e.g. put lid on a teapot.
- enjoy playing with small-world models such as a farm, a garage or a train track.
- notice detailed features of objects in their environment.
- comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- can talk about some of the things they have observed such as plants, animals, natural and found objects.
- talk about why things happen and how things work.
- develop an understanding of growth, decay and changes over time.
- show care and concern for living things and the environment.
- look closely at similarities, differences, patterns and change.

Online safety:

All online resources used by the children in school will have been planned for carefully ensuring both the appropriateness of the resources to the lesson intent and safety of the children whilst using the resource.

Monitoring:

Geography curriculum leads will monitor the planning and delivery of History in order to ensure that the children gain maximum impact for their time at Wilkinson. Monitoring takes a number of formats including:

- Observations of lessons.
- Monitoring of Planning.
- Monitoring of assessments.
- Monitoring of work completed.
- Pupil voice interviews.
- Monitoring of trips and visitors.

Equal opportunities:

Show Pride and Respect in all that we do

- The school maintains its policy of equal opportunities as appropriate for Geography
- Sessions and resources are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEN in History. Staff are aware that mixed ability pairings may be effective in certain circumstances but should be aware of a more able child dominating the pair.
- Through geography topics covered, all pupils will feel their contributions are valued, pupils will feel they are able to contribute, pupils will feel their interests and beliefs are catered for and that all pupils will have access to resources being used.

Resources:

Geography is resourced topic by topic and topic boxes are kept in the classrooms. A list of the content of these is kept in each box and in the curriculum folder. Subject leaders are responsible for ensuring that teachers have access to suitable resources which enable effective teaching and learning in history. Trips and visitors also form a key part of the resources used in Geography.

Roles and responsibilities:

Those involved with the development of this policy and in management of the Geography curriculum include:

- Mr Hodges and Mr Slimm as Curriculum Leads organise training for relevant staff members and manage resources. They are responsible for designing the curriculum and monitoring its effectiveness, responding to this accordingly. All this they report to the Governing Body and the Senior Management Team.
- Teaching staff and support staff are responsible for the planning and delivery of lessons and for the assessment of knowledge and skills. Teaching staff will receive ongoing training as required to support with delivering the curriculum.
- Mrs C Gibbon - Head Teacher – responsible for oversight curriculum/policies.
- Parents and Carers – supporting school by encouraging their children to complete any homework tasks that relate to geography and support their children in particular interests relating to the topics that they are studying.



Links to other Policies:

When considering Geography at Wilkinson, you should also regard the following:

EYFS policy,
Safeguarding and child protection policy,
Digital safeguarding policy
Computing policy
Equality policy.

Review:

- This policy will be reviewed annually by the Geography subject leader and leadership team and shared with the school community.