

# Clutton Primary School



## Geography Policy

### Rationale

Geography should inspire in children a curiosity and fascination about the world around them and the people in it, helping them gain a sense of spatial context of their own lives. Teaching should equip pupils with knowledge of diverse places, people, resources and environments, together with an understanding of the various processes which bring about change. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's major features at different scales are shaped and interconnected.

### Aims

The National curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of globally important places, both on land and at sea as well as their defining physical and human characteristics, together with an understanding of the processes which shaped them
- understand how the above processes bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and interpret a range of data gathered during fieldwork to gain a sense of the world around them at first hand; interpret a range of sources of geographical information such as maps, diagrams, globes, aerial and satellite photographs and GISs; communicate geographical information through diagrams and writing.

### School Curriculum

#### Key Stage 1

Pupils should develop their knowledge of the world, the UK and their locality. They should understand basic subject specific vocabulary and begin to use geographical skills including those acquired through learning beyond the classroom, to enhance their awareness of locations.

Pupils should be 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 UK and its surrounding seas
- understand similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non European country
- 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 Poles
- use basic geographical vocabulary to describe human and physical features
- use world maps, atlases and globes to identify places and features under study

- use simple compass directions (N,S,W,E) and locational directional language to describe the positions of places and routes shown 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 observation and fieldwork skills to describe the school environment and its surroundings

### Key Stage 2

Pupils should extend their geographical knowledge and understanding to include the UK Europe, North and South America. This will include describing a range of the world's most significant human and physical features. Their geographical skills and place knowledge should be expanded.

Pupils should be taught to:

- locate a range of the world's countries, using maps to focus upon Europe and Russia as well as the Americas, concentrating on their environmental regions, key physical and human features and major cities
- name and locate the countries and cities of the UK, its geographical regions and major features
- describe how its land use patterns have changed over time
- identify the position and significance of major lines of latitude and longitude
- understand similarities and differences through the study of a region of the UK, a region in a European country and a region within North or South America
- describe and understand key aspects of physical geography such as climate zones, biomes, rivers, mountains, volcanoes and earthquakes and the water cycle
- describe and understand key aspects of human geography including types of settlement and land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- use the eight points of the compass, four and six figure grid references, symbols and key to describe the position of places in relation to one another
- Use fieldwork to observe, measure and record data, employing a range of methods such as sketch maps, plans and graphs and digital technologies.

## Planning & Assessment

### Long term Planning

The long-term plan maps the geography topics studied in each term during each key stage. Lesson objectives focus upon the knowledge, skills and understanding set out in the National Curriculum.

### Medium/Short term Planning

Guided by the topic web, the learning objectives of lesson planning focus upon the development of specific knowledge, understanding and skills listed in the Programme of Study referred to above. The class teacher keeps these individual plans, and can adapt the lessons as desired. The plans are annotated accordingly.

### Cross Curricular Links

In terms of both subject content and skills development Geography has overlaps with most other subjects. Geography makes a significant contribution to children's literacy in that it involves a good deal of speaking, listening, debating and writing. Several important written genres such as explanation texts and non chronological reports can be taught or practiced via its subject matter. Geography makes a significant contribution to place knowledge and contextual understanding in History and RE, whilst in Science there is a large overlap in terms of the studying of physical features and processes which bring about change. In terms of data collection, presentation and statistical analysis there is a strong link with Maths while ICT is used for information retrieval and various methods of work presentation.

## **Teaching Methods**

At our school we teach Geography to all children, whatever their ability. Geography is part of the school curriculum policy to provide a broad and balanced education to all children. Through its teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's learning and progress against expected standards.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Geographical understanding is gained through experience of the world beyond the classroom and we endeavour to maximise the opportunities a child has to observe and gather information through fieldwork and site visits.

## **Marking**

See feedback policy

## **Reporting**

Parents receive an annual written report on which there is a summary of their child's effort and progress in Geography over the year.

## **Equal Opportunities**

See equal opportunities policy

## **Homework**

See homework policy

## **Health & Safety**

See health and safety policy

## **Role of the Coordinator**

To demonstrate good practice in the teaching of Geography.

- To support colleagues.
- To monitor the teaching and learning in the school through:
  - lesson observations,
  - the regular undertaking of work scrutiny
  - talking with children and staff,
  - updating staff on latest guidelines and initiatives
  - analysis of pupil data and specific pupil groups
  - ensuring resources and equipment are readily available and centrally stored.

A yearly action plan will identify areas for development and detail how these will be addressed.

## **SEN/Gifted & Talented Pupils**

We teach Geography to all children, whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the

targets set for individual children in their Individual Education Plans (IEPs). In our lesson planning we offer opportunities to sufficiently challenge more able children.

### **Monitoring & Review**

This policy will be reviewed every two years

R.Tanner, Geography Coordinator February 2015

Review: February 2017