



Wibsey Primary School

Geography Policy

Purpose of Study

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

- 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

KS1 Objectives

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

KS2 Objectives

- 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.

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 in North or South America

Strategies for the teaching of geography

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles. The geography curriculum is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

As an integral part of the teaching and learning of geography children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of ways.

The role of the geography co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing geography
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of geography
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of geography.

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. At Wibsey Primary School we use the National Curriculum as the basis for our curriculum planning in geography. We use the local environment as the starting point for aspects of our work.

We also use the QCA planning to broaden and add depth to the art we do. Our plans ensure an appropriate balance and distribution of work across each term.

Long term plans map out the themes covered in each half term. The Geography Co-ordinator checks for progression and reviews the planning and monitors work on display and in art lessons.

We plan the activities in geography so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Contribution of geography in other curriculum areas

English

Geography contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their work and that of other children, and to say what they think and feel about them.

Mathematics

Geography contributes to the teaching of mathematics in our school by giving opportunities to develop children's understanding of shape and space through work in two and three dimensions.

Information and Communication Technology (ICT)

We use ICT to support geography teaching where appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more geographical information.

Personal, Social, Citizenship and Health Education (PSHCE)

Geography contributes to the teaching of some elements of PSHCE. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and culture development

The teaching of geography offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Special Educational Needs

We teach at and design to all children, whatever their ability. Geography forms part of our school curriculum policy to provide a broad and balanced education for all children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

Work in geography takes account of the targets set for individual children in their Individual Education Plans (IEPs).

Assessment and Recording

We assess the children's progress and ability in geography whilst watching them working and then observing and evaluating their finished work. Teachers record the experiences the children have had and this information is passed on to the next teacher at the end of the school year.

The geography subject leader keeps evidence of the children's work in a portfolio. This demonstrates the achievement in geography in each year of the school.

Resources

We have a wide range of resources to support the teaching of geography across the school. The Geography Co-ordinator has an agreed budget to buy basic and more specialised equipment every year.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the Geography Co-ordinator. This involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography Co-ordinator evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. Through specially allocated regular management time, the Geography Co-ordinator reviews evidence of the children's work and undertakes lesson observations of geography teaching across the school.

October 2015