



Geography Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors

Heygarth Primary School

Geography Policy

Geography provokes and answers questions about the natural and human worlds using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom. As pupils study geography, they encounter different societies and cultures. This helps them to 'think globally', realise how nations rely on each other and can inspire them to think about their own place in the world and their responsibilities to the environment.

Geography stimulates curiosity and imagination and at Heygarth Primary School we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes. We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

Introduction

This policy is written for the staff, Governors and parents of Heygarth Primary School to ensure that they understand and agree the approach to Geography within the Foundation Stage and the National Curriculum. It sets out the school's aims, principles and strategies for the delivery, assessment and record keeping of Geography.

The aims of teaching Geography:

- To stimulate children's interest in their surroundings
- To develop children's knowledge of places and environment throughout the world
- To develop an understanding of maps and direction
- To enhance children's sense of responsibility as an individual and as part of a community for the care of and contribution to the local environment
- To make children aware of the part that other people play in the making and shaping of environments around the world

We do not work from a specific scheme in our school but through teacher's own planning using the National Curriculum we ensure it:

- Emphasises environmental understanding
- Takes into account our rural locations
- Acknowledges Geography's contribution to Numeracy and Science
- Takes into account the tendency of pupils to be widely travelled

Roles and Responsibilities

The Headteacher will be responsible for:

- Feedback to the *Governors* on monitoring undertaken by the *Subject Lead*
- Supporting the *Geography Subject Lead*;
- Allocating the budget.

The *Geography Subject Lead* will be responsible for:

- Reviewing and updating the *Geography policy* and overviews;
- Monitoring the teaching and learning of *Geography* on a regular basis
- Purchasing *Geography resources* (overseen by the *Headteacher*);
- Auditing and organising *Geography resources*
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective *Geography teaching activities* and skills in their short and medium term planning;
- Assessment and levelling of pupils as laid down in the *National Curriculum attainment targets for Geography*;
- Informing the *Geography co-ordinator* of any resources required for their particular class

Teaching of Geography

At Heygarth Primary School we are in the process of creating a new and exciting curriculum inline with the new Ofsted requirements. Many areas of geography have been moved to different year groups and it is the responsibility of the teachers, along with support from the Subject Lead to ensure the correct coverage of skills and knowledge is delivered.

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, environmental change and sustainable development.

- The children are encouraged to be observant of their surroundings and to comment on their observations. They work individually, in pairs, in groups and as a class.
- They have ready access to their immediate environment and undertake visits into the school grounds and the local area to develop fieldwork skills.
- They are taken on relevant school trips further afield.
- They are encouraged to share their experiences of the wider world and its communities.
- Their work and investigations are celebrated in classroom and whole-school displays.
- They use and make simple maps and plans and have access to printed maps, plans, atlases and globes as well as photographs, videos, appropriate TV programmes and computer software.

- The children use ICT where appropriate to gather information, record results and present findings

Learning

Children learn best when:

- They have access to first hand resources and undertake fieldwork
- They have access to maps, plans, globes and photographs
- They listen to and interact with stories from around the world
- They are able to use non-fiction books for research
- They are shown, or use independently, ICT resources
- Visitors are invited to the school

Equal opportunities, Special Needs and Racial Equality

All children should have equal access to the Geography curriculum in line with the School's Equal Opportunities Policy, Special Needs Policy and Racial Equality

Policy. Teachers can aim to provide effective learning opportunities for all pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning, religious and cultural needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the SENCO and the Geography co-ordinator will advise teachers on teaching activities relevant to pupils with special educational needs including able pupils.

Assessment and Monitoring of progression

Foundation Stage pupils are assessed through the Foundation Stage Profiles. In Key Stage 1 and 2, assessments are prepared within each topic against the geographical skills covered.

The standards and achievement of the pupils will be monitored to judge how well the pupils are able to;

- describe the main features of localities and recognise similarities and differences
- recognise where things are and why they are as they are
- express their own views about features of an environment and recognise how it is changing
- find out about places and environments by asking and answering questions,
- by using their own observations and other geographical enquiry skills and resources.
- organise and communicate their findings in different ways.

In lower Key Stage 2, progression in learning will be assessed as children are able to;

- explain the physical and human characteristics of places and their similarities and differences
- know the location of key places in the United Kingdom, Europe and the world
- explain patterns of physical and human features

- describe how people can affect the environment and explain the different views held by people about environmental change
- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and expressing their own ideas and observations.

Learning at Upper Key Stage 2 is characterised by pupils demonstrating that they have studied a wide range of places and environments in different parts of the world, and showing the following attributes in their work:

- drawing on their own experience and on secondary sources provided to identify geographical questions, recognise and explain the views and opinions of others, follow a structured sequence of enquiry and present a consistent geographical argument (geographical enquiry)
- becoming aware of and selecting a range of appropriate skills and techniques, and demonstrating competence in using the skills
- knowing the location and context of a wide range of places they study and other significant places at a range of scales in UK, Europe and the wider world (location and context)
- describing the physical and human features of a range of places studied and being aware of how physical and human processes interact to produce the distinctive characteristics of these places (features and character)
- drawing out similarities and differences between places and recognising the different ways in which places are interdependent (contrasts and relationships)
- describing and explaining patterns and relating these to the location and character of places and environments in different parts of the world (patterns)
- identifying, describing and explaining selected physical and human processes and the way in which they affect places and environments and can cause change (processes)
- describing and explaining a range of examples of environmental change (environmental change and management)
- beginning to understand how and why people seek sustainable solutions to environmental, economic and social problems. (sustainable development).

Achievement will be evaluated on the basis of whether the pupils are learning to their full capabilities.

Monitoring will be undertaken in the following ways:

1. Analysing the pupils' work
2. Talking with the pupils - pupil's voice
3. Lesson observations
4. Talking with teachers and looking at short and medium term plans.

Review

The *Geography* policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier. Governors will work alongside the Subject Leader to ensure the policy is being followed to successfully deliver the planned outcomes.

Written by: G Lewis

Written on: September 2022

Subject content

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:

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 (e.g. 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 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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 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.