



Mordiford C of E Primary School

Geography Policy

'Treasure Each Individual'

1 Introduction

This policy outlines the purpose and management of the geography taught and learnt at Mordiford Primary School. Our school policy is in accordance with the National Curriculum for Geography and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term 'Geography' includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum Geography for Key Stage 1 and 2. The school policy for geography reflects the consensus of the entire teaching staff. A structured framework has been designed allowing for progression and continuity across the primary sector. Geography is a valued part of the curriculum, providing a purposeful means for 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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Mordiford C of E Primary School we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

2 The Nature of Geography

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. Children study their local area and contrasting localities in England, the United Kingdom and other parts of the world.

Through our teaching of geography, we aim to:

- Stimulate the children's interest in and curiosity about their surroundings;
- Create and foster a sense of wonder about the world;
- Enable children to gain knowledge and understanding of places in the world;
- Enable children to know and understand environmental problems at a local, regional and global level;
- Inspire a sense of responsibility for the environment and people of the world we live in;
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- Encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- Develop children's competence in specific geographical skills; including how to use, draw and interpret maps;
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- Increase the children's knowledge and awareness of an ever-changing world; help children acquire and develop the skills and confidence to undertake investigation, problem solving and decision making.

3 Teaching and Learning

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry based research activities. We encourage children to ask as well as answer geographical questions. Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive. These may include and achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children;
- Each individual teacher will identify the most effective teaching strategy to suit the purpose of a particular learning situation. However, a variety of approaches such as whole-class lessons, group, paired and individual work should be experienced by the children;
- Planned activities within the classroom and further afield encourage full and active participation by all children; irrespective of ability. An enquiry approach is required at all Key Stages

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full.

- Knowledge given by the teacher

- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of ICT. - simulations and use of World Wide Web.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images.

4 Organisation

Within the academic year, children study geography within their termly topic, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

KS1 and KS2

During Key Stage 1, pupils will 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. During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place** by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be 6 selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

5 Assessing and Recording

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level.

Formative assessment is embedded in the teaching and learning can be made from a range of sources:

- observation of pupils
- talking with pupils/Spoken activities
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion
- Audio and video recording
- ICT materials
- Models
- Photographs

Please also refer to the School Assessment Policy.

6 Progression

At the end of the Foundation Stage and each Key Stage, activities should reflect pupils' increasing depth of knowledge and understanding of places and themes (eg from a short straightforward account of a child's journey to school to the study of route networks and transport systems).

They should reflect pupils' increasing use of geographical skills and tools (e.g. from letter/number co-ordinates to four-figure grid references to 6 figure grid references).

Pupils should be able to acquire information from secondary sources as well as from first hand observation, and to demonstrate the ability to use a greater complexity of sources, artefacts etc.

As skills develop children can move on to more rigorous forms of enquiry involving the development and testing of hypotheses.

7 Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences
- Matching tasks to pupils' needs. Various strategies are employed to allow pupils to achieve.

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.

8 Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography.

9 Information Technology

Pupils are given opportunities, where appropriate to develop and apply information technology capability in their study of geography.

10 Language

Geography work is developed using an enquiry approach, which focuses upon key questions. Such questions will take them into a wide range of activities - describing, explaining, predicting, responding - each of which will make some specific demands on the use of language.

11 Mathematics

There is no shortage of contexts in geography for the development of mathematical skills. Both geography and mathematics need to be used and applied in real contexts, which are meaningful to the children to aid their understanding and knowledge.

12 Science

Testing, experimenting, hypothesising, collecting evidence systematically and using graphic skills to display it, are all parts of a scientific approach, which is common to both areas.

13 PSHE and Citizenship

Geography can inspire pupils to develop their concept of themselves as a global citizen and become aware of a range of social issues which would be beyond their own experience. The children organise campaigns on matters of concern to them, such as responding to famine, natural disasters and refugees. For example, children study the way people recycle materials and how environments are changed for better

or for worse and the impact an individual may make. The nature of the subject means that children have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship

14 Spiritual, Moral, Social and Cultural Development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

15 Links to Christian and British Values - Pupils are given the opportunity to explore issues surrounding human rights, e.g. Fairtrade Mutual respect and tolerance - Pupils develop an understanding and respect for different cultures through our studies of place and people.

16 Subject Leadership Role

The Subject Leader will:

- Ensure careful planning of the Geography curriculum, incorporating the National Curriculum requirements and ensure continuity of approach throughout the school, providing progression guidance where needed.
- Ensure teachers receive training and support in order to build up their own geographical knowledge and skills.
- Build up a range of resources to support the geography curriculum. Signpost staff to ideas and resources to support the teaching of a creative and engaging History curriculum.
- Collect samples of work as evidence of achievement and progression through the years.
- Identify areas of weaknesses and establish key priorities (along with the Headteacher) for the school. S/he will also monitor the standard of work and the quality of teaching (along with the Headteacher) by: book scrutiny, subject observation, pupil discussion, audit of the subject, scrutiny of planning and general curriculum discussions.

17 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.

18 Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of geographic material in the school library. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

A table detailing the topics covered by each class (LTP) may be found in the appendix.