



Geography Statement and Guidance

Aims

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

Primary geography in our school should seek to develop children's knowledge, understanding and empathy towards the natural and physical world through the development of transferable skills. For example, understanding maps, field

work, enquiry and problem solving both in and outside of the classroom. Geography will enable children to develop a sense of their place in the world and the importance of their actions. In Key Stage One, children should develop their knowledge about the world, the United Kingdom and their locality. In Key Stage Two, children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Geography will support children in becoming well informed global citizens through learning about local and global environments and the connections between them. Learning about the children's local area will incorporate the first hand experience of fieldwork and the development of the skills of observation, measuring, recording interpreting and communicating. The use of high quality, stimulating resources will facilitate understanding of people, places, cultures and concepts beyond children's direct experience. Extending their knowledge beyond the local area will help children to have a clearer understanding of the wider world.

We aim to:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To 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
- To ensure children 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

Other linked guidance documents

Teaching and Learning Policy
SEND Policy

Guidance

As a foundation subject, Geography is taught through a yearly cycle of units which are planned using the objectives from the National Curriculum. Each year group covers different units which incorporate the teaching and learning of a variety of geographical skills according to each individualized year group curriculum map. At Red Oaks, children will discover that geography has an important place in their learning and in their lives. There will also be a geographical skill as the focus skill in each lesson that will be taught alongside the knowledge element. Teachers use their curriculum map where the skills are broken down across the units – these build through the year group and as children move through the school. Each year group will also participate in field study activities.

Key Stage One

Pupils should be taught:

Locational 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 [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

Key Stage Two

Pupils should be taught:

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 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, 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.

The above aims will be achieved through incorporating a geographical skill in each lesson whilst ensuring the themes outlined in the national curriculum are covered.

Ways of Working

In the Early Years the most appropriate learning is through first hand experience and observation that will extend pupils' awareness of their own immediate environment. Other cultures and countries will be introduced to foundation stage children where appropriate to develop their knowledge and understanding of the world. We will strive for quality by allowing children to develop themes in depth.

Work in key stages one and two should be carefully planned with clear objectives to achieve the prescribed aims of geography in the National Curriculum. Planning should consider relevance, progression and the teaching of skills using the progression map.

Our medium-term plans will enable children to experience full coverage of the geography curriculum and breadth of study and teachers should plan to teach different geographical skills through a series of sessions in accordance with the progression maps.

Geography lends itself to a wide range of teaching and learning modes, individual, pairs, groups, and whole class. Role-play will be incorporated into geography where appropriate to enhance teaching and learning.

Assessment and Record Keeping

Informal assessment of geographical understanding will take place on a lesson to lesson basis in the form of questioning and observations. This will be an important tool in diagnosing strengths and weaknesses and planning future work. Teachers lesson planning should show Assessment strategies and record keeping will be in line with the assessment policy and record keeping. The class teacher will complete the KPI spreadsheet using the overview in children's books.

The Geography lead teacher will be responsible for monitoring the planning, scrutiny

of work and observations of Geography throughout the school, including evidence of work, displays and KPI spreadsheets. The Geography lead will also carry out pupil conferencing and learning walks.

Equal Opportunities

In Geography teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.

Global curriculum

<p><u>Global Citizenship</u> Gaining the knowledge, skills and understanding to become active, responsible citizens.</p>	<p><u>Sustainable development</u> Understanding the need to maintain and improve the quality of life now without damaging the planet</p>
<p>I can develop skills to evaluate information and different points of view on global issues through the media and other sources. I can develop understanding of how and where key decisions are made. I can appreciate that young people's views and concerns matter and are listened to. I can appreciate the global context of local and national issues</p>	<p>I can recognise that some of the earth's resources are finite and therefore must be used responsibly by each of us. I can understand the connections between social, economic and environmental issues. I can suggest ways to help sustain our world. I can suggest ways in which every person can be valued to ensure a sustainable equality of life. I can respect each other I can appreciate the importance of sustainable resources by rethink, reduce, repair, re-use and recycle. I can appreciate the importance of renewable energies in the future of our planet.</p>
<p><u>How and where is this covered at Red Oaks?</u> Y1- democracy within history/Geography- voting Y2- democracy within history/Geography- voting Y3- Geography Natural disasters, relief aid Y3 T4- RE- faiths/celebrations Y4- computing- research news reports Y5- T1 PSHE Y6- PSHE BM piece 2 and 3, T6- CM piece 1 (social media and self image) PSHE= T1 jigsaw- rights and responsibilities.</p>	<p><u>How and where is this covered at Red Oaks?</u> EYFS- continual through the foundation stage curriculum- for example through stories, junk modelling, recycling materials Y2- Geography- hot and cold countries, climate change Y3 T1 Natural disasters, global warming, Y4- T5 & 6- Geography- Biomes (Rainforest) Y5- T4 PSHE Healthy me, Geography- Rivers, Geography unit Wonderful world- fairtrade game (Term 2) Y6- Humanist- responsibility or the planet</p>
<p>Charity club, Parliament week, Smart school council- class meeting tools- pupil voice, International Day, Children's SDP- decisions.</p>	<p>Eco club, science (materials) TPAT geographer of the TPAT competition</p>
<p><u>Conflict resolution</u> Understand why conflicts happen and how they can be resolved</p>	<p><u>Interdependence</u> Understanding how peoples places, economies and environments are all connected and that choices and events impact on a global scale.</p>
<p>I know about different examples of conflict locally, nationally, and internationally and different ways to resolve them. I understand that there are choices and consequences. I can understand the importance of dialogue, tolerance, respect and empathy. I can develop the skills of communication, negotiation, compromise and collaboration I understand some of the forms prejudice can take and how to respond.</p>	<p>I can understand how the world is a global community and what it means to be a citizen. I can understand how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries. (eg fairtrade, Brexit, political decisions.) I understand that choices about our world can impact others.</p>

<p>I understand conflicts can impact on people, places and environments locally and globally.</p>	
<p><u>How and where is this covered at Red Oaks?</u> EYFS- conflict resolution linked to self-apologies/timer/thinking time- class expectations, behaviour, social skills. empathy skills- understanding the world- caring for others and animals. Y1- PSHE Jigsaw term 1- recognise a range of feelings, consequences Y2- PSHE T1- being me in my world. T2 Remembrance Day Y4 Geography- Biomes, rainforest Y5- T3 Viking invasions. PSHE Term 5 Y6- T4- WW2 PSHE- T2 celebrating differences</p>	<p><u>How and where is this covered at Red Oaks?</u> Y1- PSHE jigsaw Term 2 celebrating differences Y4 T4 Biomes Y5- Term 1 & 3 Vikings and Saxons- trade and invasion Y5 PSHE Term 2- celebrating differences Y5 T6 and y6 T1- WW2 Y6- T1- BM- Piece 2 and 3 (fairtrade)</p>
<p>Behaviour charter, BLP, PSHE, Assemblies, School council Pupil leadership groups</p>	<p>Local MP assembly British Values (democracy) House captains, Assemblies, PSHE, pupil leadership groups</p>
<p><u>Social justice</u> <u>Understanding the importance of social justice to improve the welfare of all people</u></p>	<p><u>Human Rights</u> <u>Knowing about human rights including the UN convention on the Rights of the Child.</u></p>
<p>I can value social justice and understand the importance of equality and fairness for all. I understand that our choices can impact on others I can develop the motivation and commitment to take action that will contribute to a more just world. I can challenge all forms of discrimination to ensure equality for all. I understand how past injustices can affect future decisions.</p>	<p>I know about the UN convention on the Rights of the Child, the European declaration on Human Rights and the Human Rights Act in UK law. I value our common humanity I understand the rights and responsibilities globally. I understand that the human rights framework can be used to bring about equality. I can explore circumstances in why some human rights might be denied (societies, cultural, beliefs).</p>
<p><u>How and where is this covered at Red Oaks?</u> History link, Values Education EYFS- PSED (continual) fair, turn taking, inclusion. Y1- term 5- relationships (different types and families) Term5- school community Y2- T1- RE- Good Samaritan T2- PSHE celebrating differences, T5 PSHE relationships Black History Term 1-2 Y3 RE Term 1-2 Rosa Parks Y5-- PSHE Y6- PSHE</p>	<p><u>How and where is this covered at Red Oaks?</u> Values Education EYFS- Me and my world- our rights- Term 1 Yr 1- class rules, the right to be safe. PSHE Term 1- 'I feel special and safe in my class' Y4 PSHE T1 Term 1 Assembly- whole school Yr 5- PSHE T1 Rights of the child, RE Y6- PSHE- CD- Equality Act, RE</p>
<p>Helping Hands (school council) British Values, Black History, Assemblies, Pupil leadership groups</p>	<p>Helping Hands, PSHE, Assemblies Pupil leadership groups</p>
<p><u>Values and perceptions</u></p>	<p><u>Diversity</u></p>

<p>Developing critical evaluations of global issues and understanding the effect these have on peoples attitudes and values.</p>	<p>Understanding and respecting differences ad relating this to people's everyday lives.</p>
<p>I can understand that people have different values, attitudes and perceptions. I understand the importance of Human Rights. I can understand that events and issues can be seen from different perspectives. I understand the power of the media in influencing perceptions, choices and lifestyles. I can understand the values people hold can shape their actions.</p>	<p>I can appreciate the similarities and differences around the world. I can the importance of respecting differences I cultures and traditions. I can appreciate the different environments in which people live and the importance they play in the world. I understand how the environment in which people live can impact on their own economy (eg fairtrade, landuse)</p>
<p><u>How and where is this covered at Red Oaks?</u> Values Education, P4C, English- discussion unit EYFS- PSED/circle time- continual Y2- T3 & 4- Comparing different religions and their special places PSHE T5- relationships Y3/4/5 Term 5 online safety- social media Y 3 and 4- PSHE term 5 Y5- computing (social media) PSHE- T 6 RE- T1- Is God real? T3- Jesus' teachings Y6- PSHE CD- T2- all pieces T6 PSHE T6 CM- self-esteem-image</p>	<p><u>How and where is this covered at Red Oaks?</u> Values Education EYFS Term 2- celebrating difference- Jigsaw. Families and self- unique (continual) Festivals T1-2 Y1- RE comparing the way cultures celebrate new babies. RE T1- symbols of belonging, T2- I can tell you some of the ways I am different from my friend. Y2- T2- PSHE Celebrating differences T2- RE-celebrations. Y3 term 4/5 Why do people pray? Year 3 and 4 PSHE- term 4 Y4- Term 6- RE- festivals in different cultures. Y5 Geography Wonderful world- fairtradePSHE T2- Celebrating differences. RE- Anglican and Baptist church. RE_ T5- 5 pillars of Islam T6- Geography international day</p>
<p>Helping Hands, Debating team, junior Newsround, P4C in class assemblies- What's the big idea clips, PSHE, assemblies</p>	<p>Deaf awareness week, British Values, International day, Assemblies, celebrations (Harvest) PSHE Assemblies</p>