

CONSULTATION PROCESS FOR POLICIES

Name of School: Red Oaks Primary School

Name of Policy: Geography

School Community	Evidence	Date
Governors		
Teaching Staff	Geography coordinator	
Non Teaching Staff		
Parents/Carers		
Pupils		

Named Governor:

Named Member of Staff: Kathryn Tinson

Date Adopted: November 2016

Review Date: December 2020

Next Review Date: December 2021

GeographyPolicy

General Philosophy

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.

The Place of Geography in the Curriculum

As a foundation subject, Geography is taught in a cross curricular way 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. Children will learn through an enquiry approach. They will ask questions (wonderings) at the beginning of the unit

and will aim to answer these throughout the duration of their learning. Through this enquiry approach, children will discover that geography has an important place in their learning and in their lives. In each lesson a learning objective will be clear as well as the wondering question that it links to. There will also be a geographical skill as the focus skill in that lesson. Teachers use their curriculum map where the skills are broken down into their enquiry unit. The skills are used across the year and each year group also participate in a fieldwork study.

Aims

Our key aims are:

- 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

Skills

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 to:

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 development in geographical skills through IPC lessons 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.

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 these enquiry sessions.

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.

Resources

Red Oaks benefits from up-to-date resources and ICT equipment, including iPads, which teachers strive to use effectively.

Throughout the school we will be using the computing linked to geography to enhance the children's learning.

Children will also have access to atlases and maps and many other resources to support the development of key skills. Maps and globes will be displayed throughout the school environment.

Red Oaks will also link with the Humanities team at Abbey Park for support in teaching Geography. The co-coordinator will organise visits to Abbey Park and vice versa throughout the year.

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 evidence of both formal (through written work evidence) and informal assessment during geography based lessons. A geographical skill will also be visible under the main lesson objective. Teachers will highlight these yellow or green according to the child's understanding.

Assessment strategies and record keeping will be in line with the assessment policy and record keeping. At the end of each unit, the class teacher will complete an evaluation with the children. They will identify the areas of geography that have been covered, what the children have learned, what they have enjoyed and what they would change. The class teacher will also identify children who are working towards the expected standard and those who are working at greater depth and record these on the evaluation.

The Geography coordinator (K Tinson) will be responsible for monitoring the planning, scrutiny of work and observations of Geography throughout the school, including evidence of work, displays and end of unit evaluations. The Geography coordinator will also carry out

pupil surveys twice a year and feedback to staff.

Inclusion

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.