



GEOGRAPHY POLICY

Date: April 2019

Signed:

Review: April 2020

Aims

At Hayton C of E Primary School we believe that Geography is an essential part of the curriculum and teachers ensure that the children develop their knowledge of Geographical enquiry, Physical Geography, Human Geography and Geographical Knowledge. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

Objectives

Through the teaching of Geography we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes
- Foster children's sense of wonder at the world around them
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries
- Develop an informed concern about the future of our planet
- Enhance children's sense of responsibility for the care of the earth and its inhabitants
- Teach the skills and knowledge necessary to develop children as geographers
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills
- Help children understand how to use a map in a variety of different contexts.

Teaching and Learning

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into the termly topics.

In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum 2014-15. These have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of Geography are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to 'Knowledge and Understanding of the World'.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences

- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the effect humans have on their environment
- Recognition of the need for protection and conservation of our planets fragile environment
- Developing their knowledge of Geographical information sources
- The introduction of knowledge organisers and knowledge strips to develop their geographical vocabulary and as aide memoires for factual aspects of Geography such as The Rock Cycle etc.

Below is a list of skills children will develop in each Key Stage.

Key Stage 1

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:
 - o 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

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

Planning

Geography lessons will be planned in line with the National Curriculum and Depth of Learning so that teaching is strengthened and pupils' geographical knowledge and understanding can be improved. Geography will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system and once a term shared with the geography subject leader for whole school tracking purposes. Teachers plan according to a topic and are guided by the elements laid out in the national curriculum (see below), and for further coverage with Depth of Learning Milestones 1-3.

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Investigate the world's continents and oceans.• Investigate the countries and capitals of the United Kingdom.• Compare and contrast a small area of the United Kingdom with that of a non-European country.• Explore weather and climate in the United Kingdom and around the world.• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.• Use world maps, atlases and globes.	<ul style="list-style-type: none">• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.• Locate the geographic zones of the world.• Understand the significance of the geographic zones of the world.• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).

<ul style="list-style-type: none"> • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • 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.
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Assessment and Recording

Teachers assess Geography using Chris Quigley milestones:

	Milestone 1: Year 1 and Year 2	Milestone 2: Year 3 and Year 4	Milestone 3: Year 5 and Year 6
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

	<ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>To investigate patterns</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.

<p>To communicate geographically</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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Within each Milestone children are identified at working within the cognitive domains of Basic, Advancing or Deep relating to the level of independent working and depth of learning. Pupils' work will be constantly monitored and assessed using a variety of methods including:

- Observing pupils at work, as individuals and in a group
- Questioning, talking and listening to pupils
- Considering material produced by pupils and discussing these with them
- Tracking on Depth of Learning

Inclusion

The school aims to encourage all pupils to reach their full potential through provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

We recognise that some children will move beyond any particular level and that others will need extra support. Pupils with special education needs will work on the same topics at different rates and levels through open ended tasks matched to individual abilities and needs. Exceptionally able pupils will be given differentiated tasks, which will enable them to tackle more complex issues and understand more difficult concepts. The school SENCO further supports this process.

All children will be given equal access to geography irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of geography.

Resources

The resources for Geography topics are mainly based in the Resources Area. They include a variety of texts, photographs, posters, activity ideas and videos/dvds.

Health and Safety

In order to access and benefit from the entire geography curriculum, pupils must feel safe within the classroom and around school. This can be monitored through all staff following health and safety procedures of the school.

When organising and undertaking trips outside of the school grounds, risk assessments are undertaken, pre-visits are made and first aid kits alongside pupils emergency contact details and medical information are carried at all times.

When handling materials, pupils will be observed washing their hands before and after handling as well as being aware of any allergies which could be triggered.

Extra-Curricular Activities

In accordance with our geography topics, school trips are undertaken to encourage the pupils' curiosity and questioning as well as allowing the pupils' to learn in a different setting. Speakers and theatre groups are also invited into school to boost the pupils learning and enthusiasm for the subject. Links are made to other countries. Parents and children are encouraged to research and further learning outside of school through tasks sent home from school or through day trips undertaken as a family.

Staff Development and Training Opportunities

The Head and geography subject leader will oversee the daily running of the school system, and further develop the expertise of all staff through training sessions and classroom support. The Headteacher and the geography subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the geography subject leader of attendance at courses etc.