



# Maple Primary School

## Geography Policy

### 2019

### What is Geography?

Geography is about the study of places, the human and physical processes that shape them and the people who live in them. It helps children to ask questions and seek answers so that they can make sense of their surroundings and the wider world, and the ways of life and cultures of people in other diverse places. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

### Teaching Geography at Maple

Our intentions are:

- To engage and nurture the children's lifelong fascination and interest in their surroundings, and in the variety of human and physical conditions on the Earth's surface;
- To enable the children to develop a real sense of identity and belonging through learning about their local area, the UK, Europe and other parts of the world; this feeling of identity will in turn develop their self-confidence.
- To increase their knowledge of other cultures and, in so doing, teach them to have a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To develop their understanding and knowledge about how we are interconnected and interdependent with other people and ecosystems in the world and how these links can change over time.
- To equip them with a growing understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To enable children to build up their knowledge and understanding of sustainability and environmental issues at a local, regional and global scale. so that they gain a sense of responsibility for the care of their environment, the Earth and its people.

- To progressively develop the children's geographical knowledge, skills and vocabulary and through fieldwork their enquiry, analytical and critical thinking skills.

## Geography Curriculum Content

### Early Years - Reception

In the Reception class, geography is incorporated into the six Early Years Foundation Stage areas of learning particularly in the area of 'Knowledge and Understanding of the World', namely - People, Communities and The World.

Children have the opportunity through practical experiences to investigate, observe, identify and find out about features in their environment and locality, places they visit, cultures and beliefs and the natural world around them. They are encouraged to extend and develop their geographical vocabulary by using appropriate names for features observed and express opinions about what they see. Speaking and listening activities are seen as an important introduction to geography.

### Key Stage 1 and Key Stage 2

The Maple Geography Curriculum is based on the 2014 National Curriculum Geography scheme (see Table 1 ).The purpose of this scheme is for children to gain:

- Contextual **world knowledge** of locations, places and geographical features
- **Understanding** of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space
- Competence in **geographical enquiry**, the application of skill in observing, collecting, analysing, mapping and communicating geographical information.

In both Key Stages at Maple the children:

- Investigate places (locational and place knowledge)
- Investigate patterns (human and physical geography)
- Communicate geographically (geographical skills and fieldwork)

Our curriculum planning is in three phases (long-term, medium-term and short-term). Each year, children build on prior knowledge and learning. As the children move through the school there is a progressive development of geographical concepts, knowledge and skills. They extend, deepen and broaden their knowledge and understanding from the familiar and concrete to the unfamiliar and abstract.

### **Expectations by the end of Key Stage 1**

- Children have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
- Children show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
- The children are able to investigate places and environments by asking questions, making observations and using simple maps, atlases, globes, images and aerial photos.

### **Expectations by the end of lower Key Stage 2 (Year 4)**

- Children have begun to develop a framework of world locational knowledge, including knowledge of the places in the local area, UK and wider world, and some globally significant physical and human features
- Children can demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environment. They are more adept at comparing places and understand some reasons for differences and similarities.
- Children can investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes images and aerial photos. They can express their opinions and recognise that others may think differently.

### **Expectations by the end of Key Stage 2**

- Children will have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
- Children will understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.
- Children will be able to carry out investigations using a range of geographical questions, skills and sources of information, including a variety of maps, graphs and images. They can express and explain their opinions and why others may have different points of view.

## **Teaching and Learning**

Geography is taught as a discrete subject. However, its interdisciplinary nature means that teachers can cover parts of its curriculum when teaching both humanities and sciences. It is important that children are aware of 'when' they are covering geography during these other curriculum sessions.

Geography is taught through a range of teaching methods to accommodate children's different learning styles. Visual resources are an important aid to the teaching so that all children in the class can access the lesson. We use whole-class teaching, small group and pair work methods and combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Using the children's own questions draws them into geography, in ways which relate to their understanding and which they find meaningful. Children's work might be in the form of written work, maps, data collection, presentations, PowerPoints, Video clips or drama. During the sessions, teachers use questions as an ongoing informal assessment to check the children's understanding.

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. During their time at Maple, children carry out investigations into the local environment and we give them opportunities to observe and record information around the school site and beyond.

## **Geography and ICT**

The use of ICT is an integral part of geography teaching at Maple, it is used to:

- enhance their geographical skills
- assist all aspects of geographical enquiry e.g. data collection/presentation etc.
- provide a range of information sources to enhance geographical knowledge
- support the development of their understanding of geographical patterns and processes
- provide access to images of people, places and environments
- Digimap for Schools is an online mapping service which allows the children to access and annotate different scales and types of digital maps.

## **Geography and Eco Council**

Through the work of the Eco Council, children are encouraged to become involved with improving their local environment; working towards reducing the carbon footprint of the school, developing the school grounds as a habitat for minibeasts and wildlife and maintaining our Green Flag status (re-accreditation October 2016). Ecco Warriors (two

children per year) represent their class at Eco council meetings .which are held regularly. The Council allows pupils to feedback their ideas about sustainability and related issues.

### **Inclusion and the Geography Curriculum**

This policy relates to the school's philosophy for promoting equal opportunities. Children irrespective of ability, race, gender or eligibility to Pupil Premium are given full access to the geography schemes of work.

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the SEN that apply to children being taught in the class and differentiate accordingly so that all pupils are included.

More able and talented pupils will be identified, and their work differentiated accordingly. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Assessment and Monitoring**

The approach to assessment, record keeping and reporting of this subject area follows whole school policy guidelines.

Pupil's work is marked and assessed against Key Skills and age-related expectations. Pupils are encouraged to improve their own learning performance through the school marking policy. Reports to parents are written annually.

### **Role of Geography Co-ordinator**

The Geography Co-ordinator is responsible for supporting colleagues in the teaching of geography and for providing a strategic lead and direction for the subject in the school.

The Co-ordinator will:

- Monitor, review and develop the school's Geography Policy in line with national and local guidelines.
- Maintain continuity and progression of the implementation of the Geography Curriculum across the school by working closely with other members of staff.
- Have a general oversight of the impact of the Geography Curriculum across the Key Stages through: regular access to the children's work and books; working with teachers and children in geography lessons when appropriate; yearly

feedback from staff on geography in their year group and from pupil-voice feedback

- Have knowledge of assessment in line with school practice and policies and adapt class age-related expectations and end of year school reports to reflect any changes in the Geography Curriculum.
- Maintain and update subject knowledge by attending CPD courses and feedback good practice and new resources to colleagues where appropriate.
- Lead INSET or staff meetings and provide advice and support to colleagues where appropriate.
- Identify training needs of staff teaching geography and be aware of training courses to upskill staff.
- Manage and update geography resources which are held online and in the Resources room and individual classes. Subscribe annually to associations /digital mapping .

## **Resources**

Geography resources are stored in the Resources Room or in teachers' classrooms.

A range of on-line geography resources for class teachers to access are stored online.

In addition, teachers have online access to the Geographical Association resources for both Key Stages and the Primary Geography Magazine and Digimap for Schools

## **Review**

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, geography co-ordinator and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p>□ name and locate the world's 7 continents and 5 oceans</p> <p>□ name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>□ 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</p>	<p>□ 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</p> <p>□ use basic geographical vocabulary to refer to:</p> <p>□ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>□ key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>□ 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</p> <p>□ 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</p> <p>□ 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</p> <p>□ 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</p>

**Key Stage 2**

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p>□ 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</p> <p>□ 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</p> <p>□ 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)</p>	<p>□ 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 in North or South America</p>	<p>Describe and understand key aspects of:</p> <p>□ physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ 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</p>	<p>□ use maps use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ use the 8 points of a compass, 4- and 6-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</p> <p>□ 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</p>