



Straits Primary School

Geography Policy

Our intent is that children at Straits Primary School develop a greater understanding and knowledge of the world, as well as their place in it. Children will learn about the physical world and the human impact we can have on it. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Aims

Straits Primary School aims to provide engaging and inspirational teaching of Geography. Our aims for our children are that they will have:

- An understanding of the world they inhabit, both locally and globally.
- An understanding of the impact people have on the planet and the part they play in taking care of the world for future generations.
- Knowledge of the worlds' continents and oceans, countries and cities.
- The ability to interpret information from a range of sources of geographical information, including maps, globes and aerial photographs etc.
- An understanding of how a location is shaped by its human and physical features.
- An understanding of how places and their human and physical features can change over time.
- An awareness of the diversity of people, places, processes and climates.

To meet these aims, the school will.

- Ensure our Geography curriculum is sequenced effectively and identifies a clear progression of skills.
- Take an active role in developing staff skills through training opportunities.
- Provide engaging resources, trips to enable children to get 'hands-on' experience of Geographical fieldwork.
- Monitor and review the implementation of Geography and amend our provision in light of this.

Geography Curriculum

We follow the National Curriculum programme of study as the basis of all our planning in Geography. The National Curriculum aims to ensure that all pupils:

Key Stage 1

Locational Knowledge

- name and locate the world's 7 continents and 5 oceans.
- name, locate and identify characteristics of the 4 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:
 - a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - b) 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 2

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 in 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 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.
- 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.

Early Years Foundation Stage

In the Foundation Stage, Geography is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning.

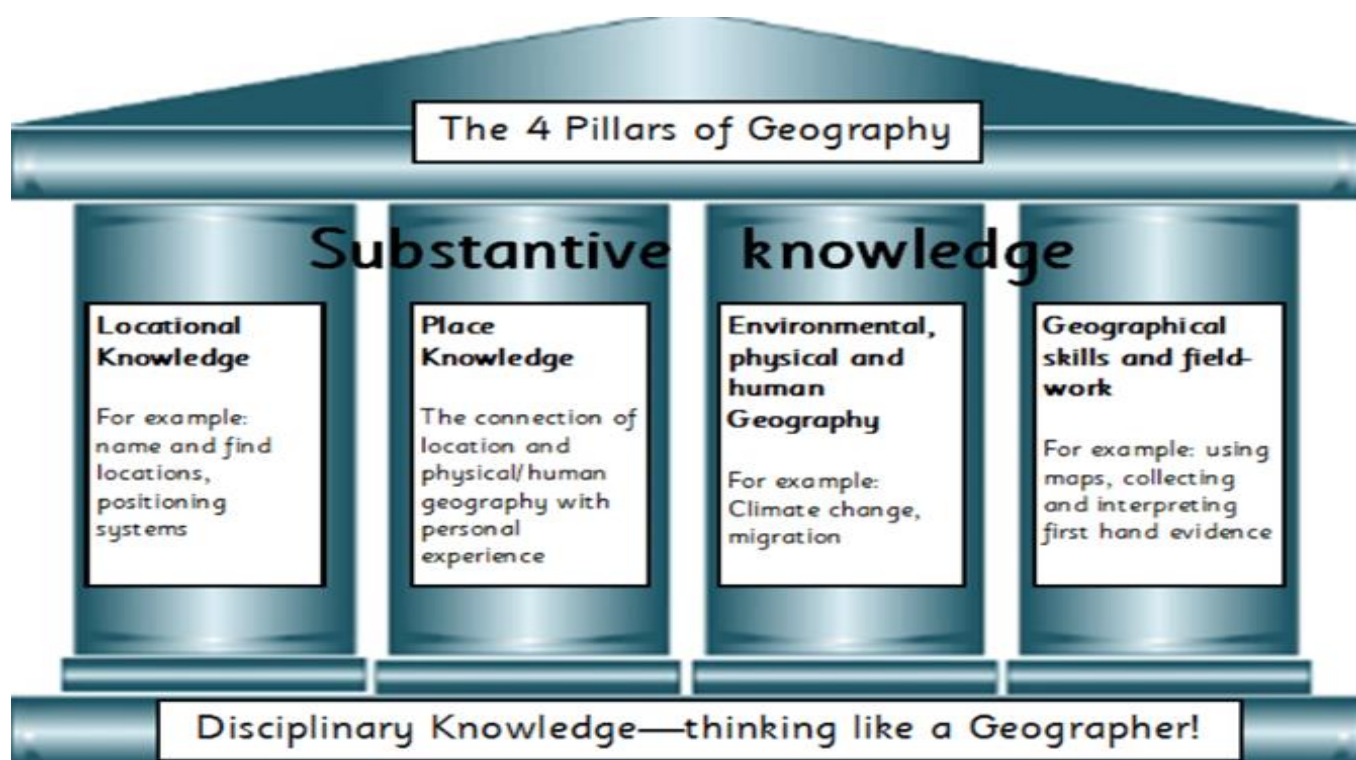
Geography mainly falls under the sub-category, 'People, Culture and Communities and The Natural World.' In Early Years Foundation Stage Geography is about people, places and the world around us. The children learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops building on their everyday experiences.

By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People, Culture and Communities and The Natural World.' Children reaching this benchmark are expected to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps, describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps, know some similarities and differences between the natural world around them and contrasting environments and understand changes in the natural world around them, including the seasons. We teach Geography as an integral part of the topic work through child-initiated and adult-led activities.

Planning

In the Foundation Stage, elements of Geography are ongoing and fall under the heading 'Understanding the World.' In KS1 and KS2 each year group plans and delivers their own Geography lessons. Our long-term Programme of Study Overview and medium-term plans map out the skills and objectives covered each term for each year group. These plans ensure progression and coverage of the Geography National Curriculum programmes of study. We teach our children to use appropriate geographical language and vocabulary. Teachers' planning also shows due regard to our health and safety policy. The teaching of Geography across the school promotes pupils' spiritual, moral, social and cultural development.

For years 1 – 6, we follow the National Curriculum as defined by the Department for Education. The Geography curriculum is underpinned by providing our children with wider opportunities, independent learning and basic skills. Geography is taught weekly in three half term units across the year. Teachers will explicitly introduce each lesson as a discrete geography lesson incorporating a blended approach to the teaching of **substantive knowledge and disciplinary knowledge**.



Substantive Knowledge

Substantive knowledge sets out the content that is to be learned. The national curriculum and other Geography education literature presents this through four interrelated forms:

- Locational knowledge
- Place knowledge
- Human and Physical processes (the geography community also includes 'environmental' as part of this)
- Geographical skills

Disciplinary Knowledge

Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

Teaching and learning Styles.

We use a variety of teaching and learning approaches in Geography. Our principal aim is to develop the children's knowledge, skills and understanding and provide them with an opportunity to practise and apply skills taught - we do this through a mixture of whole-class teaching and individual/group activities. Within lessons we give the children the opportunity both to collaborate and to compete with each other.

Assessment, recording and reporting.

Teachers assess Geography in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make a termly assessment of children's progress against the skills required for their own year group. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made.

- Children demonstrate their ability in Geography in a variety of different ways and teachers assess accordingly. Teachers will assess children's work by making informal judgements during lessons to move forward each individual child's learning.
- On completion of a piece of work, the teacher marks and assesses the work and uses this to inform future planning. Written or verbal feedback is given to the child to help guide their progress. All children are encouraged to make judgments about how they can improve their own work.
- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
- Rapid recalls are used at the start of each lesson to ensure knowledge is being secured and to identify any gaps in learning.
- Parents are made aware of their child's progress through parents evening and the annual written report.
- The school website, displays and newsletters are used to show examples of work and photos of trips and visitors relevant to the topic being studied.
- Knowledge organisers are displayed on the school website.

Monitoring and review

Monitoring and reviewing the implementation of the Geography curriculum and amending our provision in light of this are the responsibility of the Geography subject leaders, supported by our Curriculum Lead. Monitoring will take place in line with the school's curriculum development calendar. It will be an on-going and informative process designed to measure impact of any development work, identify strengths and areas for development in both the curriculum and teaching and learning approaches, identify staff training requirements and will include both staff and pupil voice.

The work of the subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed by:

Chair of Curriculum Committee:

Date:

Head teacher:

Date:

Agreed at the Curriculum Committee Meeting on:



Straits Primary School Geography Programme of Study

	AUTUMN	SPRING	SUMMER
YEAR 1	THE GEOGRAPHY OF MY SCHOOL	MY SCHOOL GROUNDS	THE ISLES OF SCILLY A small area in the UK
YEAR 2	THE SURROUNDING ENVIRONMENT	FIELDWORK SKILLS	SERREKUNDA (THE GAMBIA, AFRICA) a small area in a non-European country
YEAR 3	SOUTH WALES (A Region in the UK)	GEOGRAPHY SKILLS & FIELDWORK (A Local River Study)	GLOBALLY SIGNIFICANT PLACES
YEAR 4	NAPLES AND CAMPANIA (A Region in a European Country)	THE AMAZON BASIN (A Region within South America)	EAST ANGLIA (A Region in the UK)
YEAR 5	PARIS BASIN (A Region in a European Country)	THE GEOGRAPHY OF THE LOCAL AREA	Mountain Ranges
YEAR 6	CALIFORNIA (A Region within North America)	GLOBAL CITIZEN	GIS (Geographical Information Systems)



EYFS Curriculum

Progression of Skills for Geography

In Early Years Foundation Stage, Geography is about people, places and the world around us. The children learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, farms and shops building on their everyday experiences.

Reception	Understanding the World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World People, Culture and Communities The Natural World	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.