

# Our Lady Star of the Sea



## Geography Policy

**Date:** March 2021

**Review:** March 2023

## Definition

Geography is a subject in which children study places around the world and consider the relationships between people and their environments.

*“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 framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.” (National Curriculum 2014)*

## **Introduction**

This policy outlines the teaching and learning of Geography. It reflects the views of all teaching staff and was drawn up as a result of staff discussion. This policy will be reviewed annually by the coordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher.

## **The Aims of Teaching Geography Are:**

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their 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 be able to be 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.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **EYFS outcomes linked to Geography**

1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
2. Shows care and concern for living things and the environment.

## **The objectives of teaching Geography in Key Stage 1 are:-**

1. Develop knowledge about the world, the United Kingdom and their locality.
2. Understand basic subject-specific vocabulary relating to human and physical geography.
3. Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught: -

*Locational knowledge*

- To name and locate the world's seven continents and five oceans.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

*Place knowledge*

- To 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*

- To 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.
- To 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*

- To 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.
- To 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 Geography
- To 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.
- To 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.

**The objectives of teaching Geography in Key Stage 2 are:-**

1. To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
2. To study the location and characteristics of a range of the world's most significant human and physical features.
3. To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## Pupils should be taught: -

### *Locational knowledge*

- To 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
- To 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.
- To 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*

- To 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*

- To 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*

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To 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.
- To 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.

## Links with other subjects

Geography develops Literacy skills particularly **language and communication**;

- Children develop language skills through talking about their work and presenting own ideas in varying written forms.

- Children develop and widen their vocabulary.
- Reorganising information, presenting findings and using graphs can be developed in ICT.

### **Implementing Geography**

Units of work planned using the 'National Curriculum 2014: Progression in Geography' document to ensure the correct coverage is being taught across both key stages.

Two year cycle long term plan- the order of topics can be adapted as long as the correct units are covered each year.

Key stage 1 and Key stage 2 children will undertake one unit of work per term.

See Appendix 1 (Whole school long term plan)

A topic review meeting is held regularly to discuss the Geography Curriculum (along with other subjects) which looks at pupils' work. Issues such as staff training and resources are also discussed.

### **The Role of the Geography co-ordinator is to: -**

1. Take the lead in policy development, the production of schemes of work and to support colleagues in the implementation of the scheme of work.
2. To monitor progress in Geography and advise the Head Teacher on action needed.
3. To take responsibility for the purchase and organisation of control resources for Geography.
4. To keep up to date with developments in Geography education and disseminate information to colleagues as appropriate.
5. To support staff with any resources, workshops or visits they require for their topics.

### **Assessment and Recording**

Formative assessment is used to guide the progress of individual pupils in Geography. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include -

- Small group discussions perhaps in the context of a practical task.
- Specific assignments for individual pupils
- Individual discussions in which children are encouraged to appraise their own work and progress.

### **Strategies for Recording and Reporting**

Throughout the year, book scrutinies, work sampling and observations are carried out to ensure good quality teaching and learning is taking place and that progress is being made.

Reporting to parents is through discussions at parents' evenings and annually through a written report. Reporting in Geography will focus on each child's locational and place knowledge as well as their understanding of physical and human features.

### **Strategies for the use of Resources.**

Classroom resources in Geography include –

- Maps / atlas' / globes.
- Project loan books / topic boxes are available through Durham Learning Resources.