

Featherstone Primary School

Geography Policy



Aspire, Believe, Succeed

Agreed by Governors: Standards, Curriculum and SEND

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The Legal Requirements for Geography

Featherstone Primary School provides Geography Education in accordance with the statutory requirements of The National Curriculum.

Aims

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. At Featherstone, we operate a values based curriculum. Children's geographical understanding of culture and traditions fits perfectly into a deeper understanding of values such as respect, diversity, friendliness, trust and co-operation, amongst many others.

The aim of Geography teaching at Featherstone Primary School is to inspire in pupils a curiosity and fascination about the world and different cultures. Teaching will equip pupils with knowledge about different places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children will gain geographical knowledge, understanding and skills by being provided the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Focus:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

In planning to ensure the progression described above through teaching about of skills outlined below, teachers are often introducing pupils to geographical skills that they will study more fully at key stages 2 and 3.

Pupils should be taught to:

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 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and can make links between different places in the world.. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

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.

Teaching and Learning

It is the responsibility of each teacher to ensure that Geography is taught in each year group and that lessons are well-planned and pitched in accordance with The National Curriculum. Teachers should plan for Geography units of learning within their long and medium-term planning, which is checked by the Geography leader/Assistant Headteacher to ensure that statutory requirements are met.

When Geography is planned for and taught, it must be of a high-quality and ensure depth and breadth of the objectives and skills outlined above. Children must progress to their next year group having had exposure and coverage of their full entitlement as set out by the National Curriculum and the planning expectations at Featherstone.

Planning

Teachers must ensure that in planning their lessons they cater for all abilities and include differentiated activities. This may be in written or pictorial form or indeed through the use of questioning and challenging their thinking. Every effort is made to involve all children in their learning using maps, Geography resources, ICT, trips and fieldwork.

At Featherstone we encourage children to discover the world first hand, we are lucky to have a school setting where exploring and fieldwork are just outside. Teachers are encouraged to use the nature around us on the school grounds and in nearby places like parks and activity centres. Trips relating to Geography are regularly reviewed and updated by the subject lead. Many trips are cross-curricular with subjects such as History, Art, English, and more where links can be made. This ethos is a key part of the Featherstone curriculum where topics are not stand alone, but interlinked to fit seamlessly into one another.

Residential trips are currently undertaken by some year groups on an annual basis. This, again is reviewed regularly by the subject lead in order to maximise opportunities for children to broaden their Geographical understanding on a first hand basis. Allowing children these experiences of real world Geography is key for us at Featherstone to make learning as purposeful as possible.

Resources for Geography are taken care of by the subject lead, who makes sure that children have access to quality resources such as maps, compasses, and models to make their learning of Geography relevant and exciting. Geography can be seen around the school building and in the playground too, the aim of this being that children can see how Geography relates to their learning and the learning of others.

Geography is assessed by the class teacher using the above objectives to measure the children's understanding of Geographical skills. This is communicated to parents at parents' evenings through the use of the children's books, and within end of year reports as well. The teaching of Geography at Featherstone is evaluated on a half termly basis by the subject lead.

Inclusion and Equal Opportunities

All children will be given access to Geography irrespective of race, gender, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our Geography teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and

differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

Monitoring, Evaluation and Review

Monitoring of the standards of the quality of teaching in Geography is the responsibility of the Geography Subject Leader/Assistant Headteacher. The work of the subject coordinator also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Policy will be brought to the attention of all staff, parents and pupils in September.