



Tunbury Primary School

GEOGRAPHY POLICY

This policy reflects Tunbury Primary School's values and philosophy to the teaching and learning of Geography.

Purpose of study

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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Fieldwork studies should strengthen children's understanding of their own and wider communities in order to develop a sense of pride and willingness to protect the world around them for the future.

Aims

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

■ 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:
 - ➔ 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.

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 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.

Teaching and Learning Styles:

The expectations are that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children; as well as the needs and wants of the subject being taught. At Tunbury Primary School we utilise many learning and teaching styles. Geography will be taught through themed based lessons alongside and within other curriculum subjects, e.g, English, computing, as well as in discrete geography lessons.

Pupils will be engaged in a variety of activities based around the development of locational and place knowledge.

Pupils should be given the opportunity to:

- ask geographical questions
- collect data through fieldwork and/or classwork to help answer these
- process the data
- present what they find
- Comment accurately or analyse their findings and reflect on them.

Geography planning:

Geography is planned for in year group teams and is cross curricular where possible and appropriate. Termly planning should follow the long term overview for the year group and should ensure that the *Focus Key Assessment Criteria: Being a Geographer*, are all covered within this planning. Short term planning should be maintained in planning folders, with annotations to identify progress on individual lesson plans.

Assessment and recording:

Formative assessment is the basis for assessment in geography. Work, where appropriate, will be recorded in humanities books but evidence will also be photographic and on classroom displays.

When marking, it is important to assess the piece of work according to the objective for that lesson and ensure that clear indication is made as to whether the child has achieved this. Where appropriate, a next step question or comment should be given to children. Teachers should encourage and extend children working at greater depth so this is evident in children's learning.

Resources:

Resources are held in the geography cupboard which is allocated in the year 4 Harry Potter reading area. When finished with, it is imperative that resources are placed back here **neatly** to allow other year groups access to the resources.

Equal opportunities:

All children must have regular access to Geography appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities.

Work must be differentiated to aid children's learning. We use a range of strategies to support pupils. A few of these, particularly relevant to geography are:

- An adult to accompany pupils with aural or visual impairment on visits
- The use of large scale maps, always colour highlighted, for pupils with particular special needs
- Awareness of the problems colour keys provide for colour-blind pupils
- Provision of key vocabulary specific to the learning
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual materials
- Modified graphs, e.g. the use of ICT to graph data, axes provided and labelled
- Written frameworks to be provided to help the child scaffold their answers.

In addition, greater depth children should be given open-ended tasks to allow them to form geographical questions of their own and search out the answers. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Community Links:

Geography at Tunbury Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. This is in order for children to have an understanding of their local environment; to develop a sense of pride in their community ensuring they are willing and able to protect it, for future generations.

Monitoring and review:

The Geography subject leader and class teacher is responsible for monitoring the standards of the children's work and the quality of teaching in geography.

The subject leader is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.