

# GEOGRAPHY POLICY



## Teaching and Learning

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures. Earth's features at different scales are shaped, interconnected and change over time.

## Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Informal judgements during lessons whilst observing children at work.
- Use of differentiated, open – ended questions that require the children to explain their understanding.
- Providing effective feedback during and after lessons, to engage children with their learning and to provide opportunities for self – assessment.
- The assessment of pieces of work completed during lessons which help to inform further planning.
- Book moderations and monitoring of outcomes of work by the subject leader, phase groups and individual teachers.
- End of term teacher judgement in relation to the National Curriculum level of attainment.
- Informal end of unit quiz.

## Monitoring

The Geography subject leader is responsible for overseeing and maintaining the standard of children's work and quality of teaching in Geography. The subject leader is also involved in supporting colleagues in their teaching of Geography, keeping them informed of current developments and provide a direction for the subject.

## Planning in KS1 and KS2

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, these are outlined in a yearly topic overview, which makes explicit links to the national curriculum 2014. Short term planning outlines individual lesson plans, in which the knowledge and skills are delivered, as well as key vocabulary and cross curricular outcomes.

**During Key Stage 1** pupils will 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. Children should understand vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will also develop a greater understanding of place by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.) Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

In order to develop this knowledge and skill, the children in Key Stage 1 at Wrenthorpe Academy cover 4 Geography topics over a 2 year rolling programme, alongside a longitudinal study each year. The topics are Wonderful World, Our Village and Contrasting Locality, We Belong to the United Kingdom and Our Capital Cities. The longitudinal study focuses on observing and investigating weather and identifying seasonal and daily weather patterns in the UK.

**During Key Stage 2** pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America. As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development. In Key stage 2 human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.) Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

Similarly to Key Stage 1 this knowledge and skill is covered within 4 Geography topics spread over a 2 year rolling programme. The topics within Lower Key Stage 1 are UK Mountain Regions, Volcanoes and Earthquakes, Wonders of the World and Natural Disasters. The longitudinal study involves keeping up to date with local and UK news through a classroom news station. The topics within Upper Key Stage 2 are UK Rivers and the Water Cycle, Wonders of the world (which encompasses 2 of the units) and Contrasting Climates in North America. The longitudinal study involves keeping up to date with world weekly news items through a classroom news station.

## **EYFS**

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. These opportunities are unpinned and planned for within all topics and can be found in learning areas in reception throughout the year.

## **Resources**

Geography resources are stored centrally in the Resource Area and are organised into topic themes, which are clearly labelled. The library contains a supply of geography topic books which the children can read at their leisure and are primarily used to encourage children's interests in Geography. Further to this the library service SLS supplies classes with books related to specific topics which are used to support children's individual research within lessons. These can be found in reading corners or information stations within classrooms. Class sets of atlases can also be found in each classroom to ensure that lessons are well resourced at all times. Children can also use ICT resources to enable their learning. Geography displays around the school and in classrooms exhibit key words, maps and exemplary work, all enabling and encouraging effective learning.

## **Equal Opportunities and Inclusion**

At Wrenthorpe Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require it. All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

## **The contribution of Geography to the teaching in other curriculum areas**

**English** Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing questions, presenting findings and verbalising their understandings. They develop their writing abilities by applying their knowledge and skill to the composition of scripts such as reports, letters, poems and recounts.

**Mathematics** From statistics to map reading, mathematics can be seen throughout our Geography curriculum. Children collect and represent data from field work or weather observations. The use of grid references, coordinates and scales grow in frequency as the children move through school into Key Stage 2. Time zones are also addressed.

**Computing** Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirements for children to use ICT as part of their Geography work up to Key Stage 2. The children use ICT in a variety of ways, such as word – processing, finding information on the internet and presenting information through PowerPoint.