

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Geography Policy

Date adopted by Local Governing Body:

Date of next Review: September 2019

Geography Policy

Reculver recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Although this is a whole school issue, Geography has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this have been given alongside the Inspire Curriculum.

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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The teaching of Geography at Reculver School aims:

- 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

Children should become 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
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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

The organisation of Geography at Reculver School

Early Years

The teaching of Geography in reception will be in accordance with the Early Learning Goals, further information can be obtained in the Early Years Foundation Stage Policy.

Key Stage 1 and 2

In Key Stage 1 and 2 Geography is taught through the cross curricular topics (Inspire curriculum) where all elements of the programme of study for Geography are included. See table below for more information:

Subject Overview: Skills and Coverage in Geography

Year Group	Skills	Cross Curricular 'Inspire' Topic
1	<ul style="list-style-type: none"> To keep a weather chart To explain where I live and know my address To know things that are found in hot and cold places To know what to wear in hot and cold places To understand the changes in weather with the four seasons To name the four countries in the UK and locate them on a map To name some main towns and cities in the UK 	Term 1 and 2 – The Big Build Term 3 and 4 – Posting and Places Term 5 – Brilliant Bodies Term 6 – Where in the World
2	<ul style="list-style-type: none"> To give an opinion about what I like/don't like about a place I live in and a different place To describe a place outside Europe using Geographical words To describe some features of an island To describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean and valley To explain how jobs can be different in other locations To explain the facilities that a village, town and city may need and give reasons To name and locate the continents of the world To name and locate the world oceans To name the capital cities of the UK To find where I live on the map of the UK 	Term 2 – Flying High Term 3 and 4 – Blown Away Term 5 – Trading Places Term 6 – Home and Away
3/4	<ul style="list-style-type: none"> To use the correct geographical words to describe a place To use some basic Ordnance Survey map symbols To use grid references on a map To use the index of an atlas to find places To describe how volcanoes are formed To describe how earthquakes are created To name a number of countries in the Northern Hemisphere To name and locate the capital cities of neighbouring European countries 	Term 2 – What's the attraction? Term 3 – Art on your doorstep Term 4 – Shake, rock and roll Term 5 – From source to sea, Term 5/6 - What did the Romans do for us? Term 6 – Shadow Puppets

4/3	<ul style="list-style-type: none"> • To carry out research to discover features of villages, towns and cities • To plan a journey to a place in England • To collect and accurately measure information (rainfall, temperature, wind speed, noise level) • To explain why people are attracted to live in cities • To explain why people may choose to live in one place in preference to another • To locate the tropics • To explain the difference between the British Isles, Great Britain and the UK • To know the countries that make up the European Union • To find at least 6 cities in the UK on a map • To name and locate some of the main islands that surround the UK • To name the areas of origin for the main ethnic groups in the UK and our school 	<p>Term 2 – Were the dark ages dark?</p> <p>Term 3 – Dragons: Fact or Fiction?</p> <p>Term 5 – The Amazing Amazon</p> <p>Term 6 – It’s a small World after all A place for everything</p>
5	<ul style="list-style-type: none"> • To plan a journey to a place in another part of the world, taking account of distance and time • To explain why cities are located on or close to a river • To explain why people are attracted to live by rivers • To explain the course of a river • Name and locate some of the World’s most famous rivers and mountainous regions using an atlas • To explain how a location fits into its wider geographical location with reference to human and economical features 	<p>Term 1 – Ancient Greeks</p> <p>Term 2 – Poles apart</p> <p>Term 3&4 – Fever, Fire and Fashion</p> <p>Term 5 – Rites and Rituals</p> <p>Term 6 – Our Commonwealth The World is our Oyster</p>
6	<ul style="list-style-type: none"> • To use Ordnance Survey symbols and 6 figure grid references • To answer questions using a map • To use maps, aerial photographs, plans and e-resources to describe what a locality might be like • To describe how some places are similar and dissimilar in relation to their human and physical features • To name the largest desert in the world and locate desert regions in an atlas • To identify and name the Tropics, Arctic and Antarctic Circles • To explain how time zones work and calculate time differences around the world 	<p>Term 1 – What’s happening now?</p> <p>Term 2 – Voyage of Discovery</p> <p>Term 3 – Who’s the Mummy?</p> <p>Term 4 – Angry Earth</p> <p>Term 6 – Your Hired (Location knowledge and Human and Physical geography)</p>

Planning

Medium term and lessons plans are provided through our Inspire curriculum scheme of work. Teachers are required to adapt these plans to suit the needs of the children in the class and also annotate plans to inform assessment for learning.

Principles of Teaching and Learning

Inclusion and Differentiation: 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. Also, greater depth children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Our whole school development of questioning should help with this process. Any specific individual's needs must be identified in their Educational Health Care Plan.

Health and Safety

The safe use of resources is encouraged at all times, as is the safe handling of food and artefacts. Further information can be found in the Health and Safety Policy. When organising educational visits, teachers must refer to the Educational Visits Policy.

Equal Opportunities

Every child, regardless of age ability, sex or race will have equal opportunities to access the full curriculum for Geography through differentiation. We aim to decrease the gap between PP pupils reaching expected and greater depth status.

Marking

Marking needs to be in line with the school marking policy.

Assessment, Recording and Reporting

Teachers make regular assessments of pupils' progress in Geography. This is recorded using SIMs in terms 2, 4 and 6 and trends in data are identified and shared with staff identifying vulnerable groups and gaps so actions can be put in place to give children the opportunity to improve knowledge or participate in new experiences. Parents will be informed through the school's reporting system. Assessment should be active and participatory, addressing progress in development of skills and action as well as knowledge and understanding. It should allow opportunities to reflect on experiences, pose questions, make judgements in the light of evidence about their strengths and needs and plan how to make progress. Children individually and with their peers, should have the opportunity to reflect on their activities, share their reactions and make sense of the experience in relations to themselves and others. They can identify what went well, what went wrong and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses.

Resources

Resources for each year group are to be kept in the classroom and added to by individual teachers when required. Also a shelf is available in the cupboard in GTA1.

Subject Leader's Role

The Geography Subject Leader will:

- Act as consultant and advisor to staff.
- Report on standards achieved in Geography.
- Work within the allocated budget for Geography in the management of resources.
- Order and monitor the use and storage of Geography resources.
- Monitor Geography planning and teaching in accordance with the monitoring schedule.
- Liaise with the Governing Body with regards to the development of Geography.
- Seek opportunities to develop cross-phase links.
- Identify and deliver Geography training opportunities.

Jen Wills