



**Individually Strong, Collectively Stronger**

## Geography Policy



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## GEOGRAPHY POLICY

### INTRODUCTION

The geography curriculum at Allen Edwards Primary School incorporates the requirements of the National Curriculum for Geography at Foundation and Key Stages 1 and 2.

In order to fulfil this, the school has a geography curriculum outline incorporated into our cross-curricular themes. This is part of the school's development plan and curriculum framework. Coverage is tracked through both key stages. At the end of each unit of work pupils undertake a self-assessment their pup knowledge and understanding of the skills that have been taught, teachers also perform an assessment against the objectives. These assessments will be completed and will be compiled at the end of each term to provide an overall picture of progress in each class throughout the year.

### AIMS AND OBJECTIVES

Geography teaching:

- Secures locational knowledge and understanding of spatial relations – how places are interconnected.
- Secures and enhances children's locational knowledge of theirs and their family's background(s) worldwide.
- Develops a knowledge and understanding of current events – from local to global.
- Explains geographical patterns and processes – physical and human.
- Enables well-informed judgments about environments and supports an understanding of sustainable development.
- Addresses the complexity of human and physical environments.
- Makes connections between natural, economic social, political and technological systems.
- Develops the skill of visual literacy – interpreting maps, graphs, diagrams, aerial photographs and satellite images.
- Provides opportunities through fieldwork, for the first hand investigation of places, environments and human behaviours.
- Provides a meaningful context for developing transferable skills – literacy, numeracy, ICT, problem solving, team work, thinking skills and enquiry.

### EQUAL OPPORTUNITIES

In order to make the geography national curriculum available to all children, it needs to be differentiated for individual needs.

Through the geography incorporated within our cross-curricular themes the diversity of cultures within our school is valued. The ethnicity of children is reflected wherever possible in planning.



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### FOUNDATION STAGE

In Foundation Stage geography is about developing a sense of place.

Children:

- Gain pleasure in discovering the familiar and unfamiliar wider world where the people, images, dialects, languages, sounds etc. are different from those at home.
- Have a sense of belonging and their right to belong.
- Notice differences between features of the local environment.
- Observe, find out about, and identify features in the place they live and the natural world.
- Comment and ask questions about where they live and the natural world.
- Develop working theories about the living world and how to care for it.
- Find out about their environment, and talk about those features they like and dislike.

### 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



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### **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



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- 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.

### LANGUAGE AND COMMUNICATION

Children:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
- Use geographical language and draw maps and diagrams to communicate geographical information.
- Read fiction and non-fiction and extract information from sources such as reference books and the internet.

### VALUES AND ATTITUDES

Children:

- Work with others, listen to each other's ideas, and treat them with respect.
- Have opportunities to consider their own attitudes and values, and those of other people.
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available.
- Develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

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Signed by Headteacher: Louise Robertson