



St Giles' C.E. Primary School

Geography Policy

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn

'You must love one another as I have loved you.' John 13 v 34

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Rationale

This policy outlines the teaching, organisation and management of Geography taught and learnt at St. Giles' C of E Primary School.

The aim of teaching Geography is to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. When we teach Geography in our school we aim to 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.

The implementation of this policy is the responsibility of all the Teaching Staff.

Aims and objectives

At St Giles' we aim to ensure that all pupils fulfil the aims for geography taken from the National Curriculum (September 2013/4) these are 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
- 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
- are 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.

Teaching and Learning Style

All lessons have clear learning objectives which are shared and reviewed with the pupils effectively.

The Geography curriculum offers a wealth of possibilities for contexts and tasks where children can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learning styles: - visual, auditory and kinaesthetic:

- Story
- Enquiry-based research activities
- Individual/group/class projects
- Classroom displays
- Role play and drama
- Artwork/model making/ craftwork
- Map work, statistics, graphs
- Use of photographs, aerial photographs and other resources
- Site and educational visits
- Problem solving /debates/ reconstructions
- Thinking skills using a range of mind mapping formats
- Reflective questioning
- IT including internet research

Geography Curriculum Planning



Geography is taught at St. Giles as a discreet subject. We use the National Curriculum as the basis for our curriculum planning for Key Stage One and Two and Development Matters in the Foundation Stage. Planning is in three phases (long term, medium term and short term). The long term planning maps the 'Themes' studied in each term during each key stage. Medium term planning gives details of Geography work covered for each term which include the National Curriculum Objectives. Short term plans are created by the Class Teacher and list specific learning objectives. Links are made into other subjects where opportunities arise.

To reduce workload and to improve teacher knowledge, the school has invested in Geographical Association planning and resources across Key Stage One and Key Stage Two. The school is also professional member of the association and ensures all staff have access to up to date research and resources to deepen children's understanding and to lock in prior learning.

Foundation Stage

During Early Years children begin to gain a wider experience of the world around them. There are many opportunities for carrying out Geography related activities in all areas of learning in the EYFS. It is identified specifically in 'Understanding the World' this is one of the four specific areas of learning. In the EYFS framework, Understanding of the World is made up of three aspects; 'People and Communities', 'The World' and 'Technology'. By the end of the EYFS, most children should be able to:

- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

At St Giles we consider that effective teaching in EYFS should include: learning through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environments.

Children's work and assessment in Understanding the World contributes to their ongoing paper and virtual learning journey building up a picture of the unique child.

Subject content

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 are taught to:

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

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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.
- Strong and historic links have been made with the National Trust to lead field work in Carding Mill Valley.

The contribution of Geography to teaching in other Curriculum areas

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. In our school we use debates, reports, letters and recording information to develop children's speaking and listening and/ or writing ability.

Mathematics

Geography in our school contributes to the teaching of Mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four and six figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Computing

Pupils will be provided with opportunities to develop and apply their technology capability to support their learning in Geography. They will use CD-ROMS and the Internet selectively to

find information, e-mail to communicate with people in other places and databases/spreadsheets to handle and present information. Geography-specific computing skills will also be developed. We also offer children the opportunity to use the digital camera to record and use photographic images.

Citizenship

Geography in our school promotes the concept of positive citizenship. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

Spiritual, Moral, Social and Cultural Development

We offer children in our school many opportunities to examine the fundamental questions in life through Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

Teaching Geography to children with Special Educational Needs

At St Giles Church of England Primary school we teach Geography to all children, whatever their ability. Geography forms part of the school Curriculum Policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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
- Differentiation

We ensure pupils have access to the full range of activities involved in learning Geography. When visits are arranged a full risk assessment is carried out to ensure its appropriateness for all children.

Pupils working at Greater Depth:

We continually aim for our children to excel in their learning. When our children reach age related expectations we then challenge our children to develop these to a 'mastery level'.

Assessment and Recording

At St Giles' we believe children learn in a variety of ways and therefore children are not required to record in their books during each Geography lesson. We suggest a selection of activities for example: discussions, role play, interaction, map work, looking at pictures and photographs should be provided. During each Geography lesson informal judgements are made as we observe children noting these onto our short term planning.

During each phase we ensure that the Geography National Curriculum Objectives have been covered. We use the 'Attainment Targets for Geography' as a basis for assessing the progress of each child at the end of each academic year.

In accordance with the school's policy, parents will receive a written report on all aspects of the pupil's school work. This is produced at the end of the summer term and includes Geography.

Resources

The Geography resources are stored in the library and in classes. The resources are organised into clearly labelled boxes. Teaching books and resources for Teachers are located within the library. Resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

In both Key stage 1 and 2 we give children the opportunity to participate in activities outside the classroom, for example, a visit into the local area, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Any damage, breakage or loss of resources should be reported to the Geography co-ordinator as soon as possible.

Monitoring and review

Geography is regularly monitored and reviewed through the School Improvement process. Monitoring methods include;

- Book trawls
- Lesson observations
- Planning checks
- Learning Walks
- Cross-curricular reviews

The subject co-ordinator 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. They are also responsible for reporting to the Governors' Curriculum Committee about the quality of its implementation and its impact on standards.

Reviewed January 2021 - To be reviewed: January 2024

