



Banks St. Stephen's  
C of E Primary School

Geography  
Policy

# **BANKS ST STEPHENS**

## **GEOGRAPHY POLICY**

### **INTRODUCTION**

This document is a statement of the aims, principles and strategies for the teaching and learning of geography at Banks St. Stephen's CE Primary School. It was developed through consideration of the demands of the 2014 National Curriculum and the needs of our children.

### **THE PURPOSE OF THE STUDY OF GEOGRAPHY**

Geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

*Adapted from the 2014 DfE Geography Programme of Study*

### **AIMS**

At St. Stephens School our aim is that all children:

- develop their knowledge of the location of globally significant places including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world and how these are interdependent

- are competent in the geographical skills needed to:
  - observe and describe their world through experiences of fieldwork
  - collect, analyse and communicate a range of data
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital mapping
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing.

## **THE PRINCIPLES OF THE TEACHING AND LEARNING OF GEOGRAPHY**

The teaching of geography encompasses the acquisition of four key areas of learning:

- Locational Knowledge (LK)
- Place Knowledge (PK)
- Human and Physical Knowledge (HPK)
- Geographical skills and fieldwork (GSF)

The children should be encouraged to communicate these areas of learning in a variety of meaningful ways. Whilst the National Curriculum lays down a framework of objectives to be covered, this can be further enhanced by teachers' own expertises and current events which can spark children's interest to the very real nature of geographical study.

Fieldwork is a core component of the geography curriculum. Teachers will comply with the Educational Schools Visits Policy when arranging field trips. Children will always be encouraged to consider safety for themselves, others, the environment and the resources that they use when undertaking geographical fieldwork studies.

## **THE LEARNING CYCLE : PLANNING, TEACHING AND ASSESSMENT ( INTENT, IMPLEMENTATION AND IMPACT)**

### **PLANNING (INTENT)**

We use as a framework, the Lancashire Themed Booklets for a basis for our geography planning. This follows the key learning outlined in the Curriculum 2014. We ensure that there are opportunities for children of all abilities to develop their understanding and skills in each unit. Progression is planned into these schemes of work so that the children are increasingly challenged as they move through school.

At times, children study geography in conjunction with other subjects however the objectives for each are still clearly defined and worked upon.

### **TEACHING (IMPLEMENTATION)**

#### **THE FOUNDATION STAGE**

Learning in Nursery and Reception is based on the objectives set out in the Foundation Stage Early Learning Goals. The objectives which relate most closely to geography are those in the 'Understanding the World' section.

#### **KEY STAGE ONE**

In KS1, children develop knowledge about the world, the United Kingdom and their locality. They learn 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.

Children will be taught:

To 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.

Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

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 and be able to use basic geographical vocabulary.

Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

## **KEY STAGE TWO**

In KS2, children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children will be taught:

To 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 countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).

Investigate land-use patterns; understand how some of these aspects have changed over time.

Identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, the

Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

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.

Understand physical geography, including: climates zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.

Investigate human geography, including: types of settlement and land use, economic activity and trade links, the distribution of natural resources including energy, food, minerals and water.

Use maps, atlases, globes and digital mapping to locate countries and describe the features studied.

Use the eight points of a compass, four and six-figure grid references, the key and symbols (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.

To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

## **ASSESSMENT (IMPACT)**

Teachers will assess the impact of the activities covered in the children's learning during every lesson. These judgements inform subsequent lessons and activities. Verbal or written feedback is given to children to help to guide their progress. At the end of a unit of work teachers make summative assessment judgements against those objectives covered. At the end of each term, these judgements are recorded on the school's tracking system: O Track. This information is discussed with parents at Parents Evenings and in the annual written report. Children's progress is also discussed with the child's next teacher in preparation for their next year at school.

## **CROSS – CURRICULAR LINKS**

Whenever possible and appropriate, cross-curricular links should be identified. The theme 'Rivers' for example, lends itself to work on the water cycle in science; co-ordinates, grid references and graphs in maths; river poems in English and exploring river creatures and movements in dance.

Such cross-curricular links can develop vocabulary, extend understanding and enhance the enjoyment for the children.

## **GEOGRAPHY'S LINKS WITH: EQUAL OPPORTUNITIES, INCLUSION, BRITISH VALUES AND POSITIVE MINDSET**

All children will be given access to geography irrespective of race, gender, creed, nationality or level of ability. Mutual respect and tolerance for all cultures are promoted through the study of geography. This corresponds with the school's policy of providing a broad and balance education for all children.

Through our geography teaching we aim to provide learning opportunities that enable all children to make good progress, striving to engage pupils with special educational needs, those with disabilities, EAL and the gifted and talented.

We aim to encourage children to think analytically about their geographical learning, using their growing understanding and skills to find information for themselves, to learn to formulate their own questions and develop their problem solving abilities.

## **RESOURCES**

Most of the geography resources are stored centrally on the Year 5/6 corridor. We also have geographical topics covered in the school library and as we subscribe to the Lancashire Schools Library Service, when specific topics are being covered then a subject loan of multiple books can be ordered.

Our school has an annual subscription to Edinburgh University's Digimaps. Various other digital mapping software available generally online is also used.

## **POLICY EVALUATION**

This policy is a working document and will be reviewed at least every 2 years.

Reviewed February 2019

Review due February 2021