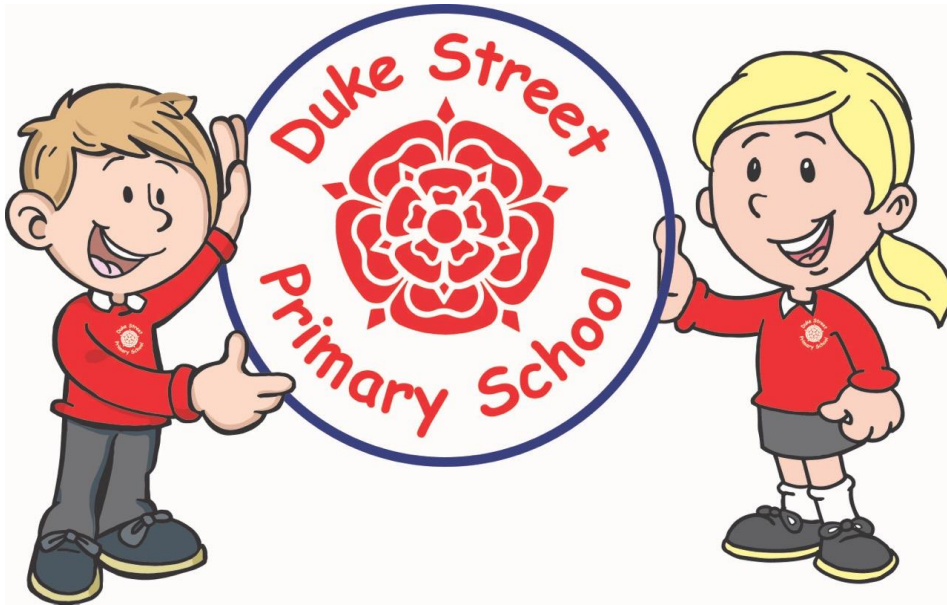


Duke Street Primary School



Geography Policy

2018/2019

Introduction

This policy outlines the teaching, organisation and management of Geography taught and learnt at Duke Street Primary School.

The policy has been drawn up as a result of staff discussion and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing the content within this subject area is to be reviewed by the Geography subject leader Miss Ainsworth.

Aims and objectives

The aim of Geography teaching, here at Duke Street Primary School is to stimulate the children's interest and understanding of places and environments. 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. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Taking into account the requirements of the National Curriculum (2014), we will ensure all pupils:

- 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

We will also ensure pupils are competent in the geographical skills needed to:

- to enable children to gain knowledge & understanding of places in the world and of how places can change;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;

- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Duke Street Primary School aims to:

Provide pupils with a secure, caring and stimulating learning environment

Promote self-discipline, moral values and self-esteem

Set challenging yet realistic goals in order to allow each child and member of staff to reach his or her full potential

Encourage an enthusiastic attitude to teaching and learning through a well balanced and varied curriculum

Work in partnership with parents to provide the best *for* each child in order to get the best *from* each child

Learn from each other, learn with each other and learn on behalf of each other as part of a networked learning community

Offer colleagues an enjoyable, positive and welcoming environment in which to work, fostering both team commitment and the well-being of everyone within our school community

Purpose of study

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.

The Early Years Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a "good" playground.

Key Stage 1

Pupils should be taught about:

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 be taught about:

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.

Teaching and Learning

Content:

Duke Street Primary School is developing a skills based curriculum taking support from The New National Curriculum 2014. Classes follow a 'Creative Hook' to start the learning of a theme and plan for progression taking into account children's individual learning styles. This approach enables children to take responsibility for their own learning by suggesting the path we, the teachers', take when planning our topic based curriculum.

Underpinning all teaching and learning in Geography is capturing the children's imagination and curiosity to learn. The start of each theme begins with a pre learning task to inspire and to engage the children and give them a purpose for learning and an enthusiasm to find out more. Visits, links and comparisons with other schools around the world, and theme days are built into each unit and planned for at the start of each theme. The skills are revisited and embedded over time to enable the children to gain a deeper understanding, to then apply these skills throughout the curriculum.

Key Stage 1 themes:

Cycle A	
Autumn: Great Fire of London	Spring: Antarctica
Summer: Seaside	
Cycle B	
Autumn: Pirates and discoveries	Spring: My Place
Summer: Hot Hot Hot	

Key Stage 2 themes:

Cycle A			
Autumn LKS2 Tomb Raiders UpKS2 Crime and Punishment		Spring LKS2 Water Water Raids and Invasions	UpKS2
Summer LKS2 Rotten Romans The plague	UpKS2		
Cycle B			
Autumn LKS2 Rock and Roll Survival	UpKS2	Spring LKS2 Mexico Ancient Greece	UpKS2
Summer LKS2 No place like home UpKS2 A kingdom united			

Planning, Assessing and Monitoring

Planning

Our curriculum planning is split into three mileposts (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) and works on a two year rolling programme. Our long-term plan maps the topics studied in each term, throughout the two year programme. Some topics focus more heavily on geography than others, so teachers, alongside the subject leader carefully plan to ensure full curriculum coverage. This plan details the physical geography to be covered and any countries in which there is a specific focus. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics. A copy of the long term plans are kept in the subject leader's file and are also displayed on the staff noticeboard.

Before each topic begins, the class teacher will send out a preview learning task, to inspire, motivate and allow children to find out key facts and information to help them for the topic. Class teachers will complete a KWL grid, planning will then be based on children's interests but still ensuring the National curriculum is covered.

They are kept in the planning files held by each class teacher.

Our short term plans detail specific learning objectives, activities and success criteria for each lesson. They are kept in the planning files held by each class teacher.

We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the topics, we offer them an increasing challenge as they move up the school.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we build progression into the schemes of work so that the children are increasingly challenged as they move up through the school, deepening their learning and understanding. Our medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans

on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics

An overview of the program of study throughout the school can be seen in the termly curriculum overview. Staff also plan using MTP for their department, and as an overview to the sequence of lessons, ensuring that the skills and objectives are covered. A class teacher writes an outline for each lesson (short-term plans). These list the specific learning objectives of each lesson.

Assessment

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. At the end of the year we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year. During termly planning meetings teachers will discuss children who are working above and below milestone and record these for the subject leader to keep.

The Geography subject leader keeps samples of children's work in a portfolio. These portfolios demonstrate what the expected level of achievement is in geography for each age group in this school. Subject leaders will attend the CHIP curriculum moderation meetings termly to moderate work within national expectation guidelines.

The milestones are structured like this:

- Milestone 1 – Year 1 and 2
- Milestone 2 – Year 3 and 4
- Milestone 3 – Year 5 and 6

Any children assessed as below the basic milestone will be assessed as below basic. Teachers in milestone 2 and above may track back to the previous milestones to ensure their learning needs are met within the subject. Milestone 1 teachers may wish to refer to Early Learning Goals.

Monitoring and review

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
- provides the headteacher with an annual summary report in the strengths and weaknesses in geography are evaluated and the areas for further improvement indicated.

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in history are evaluated and the areas for further improvement are indicated;
- uses specially allocated regular management time to review evidence of the children's work and to monitor and evaluate the progress made by children in history across the school.

The quality of teaching and learning in geography is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

Annual moderation with other schools in the CHIP cluster will take place to assess and compare children's work in line with national expectations

In house whole school moderation will be carried out alongside books scrutiny and child conferencing. Staff will be given an opportunity to see other colleagues' work and coverage to ensure consistency across all departments.

Resources

There are sufficient resources for all geography teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research. Yearly checks will happen to ensure the resources are still of good quality and applicable.

Fieldwork

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

During Key Stage 1 we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site, eg Duxbury Park, Yarrow Valley or Astley Park

During Key Stage 2 children do a study of the local area, eg Duxbury Park, Yarrow Valley or Astley Park
For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and Health and Safety

Signed:

Miss Ainsworth June 2018

This policy will be reviewed at least every three years or sooner if necessary.