



Tregoze



• Primary School •

Inspire • Motivate • Challenge

Tregoze Geography Policy

Status and review cycle: Legally Required

Bi-Annual review required

Reviewed: LBG

Ratified by governors on: March 2019

Next review date: March 2021

Geography Policy

Geography explores the relationship between the Earth and its peoples. It studies the location of the physical and human features of the Earth and the processes, systems and inter-relationships that create and influence them. The character of places, the subject's central focus, derives from the interaction of people and environments.

Our aims in teaching Geography are that it will:

- 1) Develop children's knowledge of their surroundings in the variety of physical and human conditions on the Earth's surface.
- 2) Foster their sense of wonder at the beauty of the world around them.
- 3) Help them develop an informed concern about the quality of the environment and the future of the human habitat and therefore enhancing their sense of responsibility for the care of the earth and its peoples.
- 4) Geography should develop an awareness and understanding of the world's ethnic attitude and economic diversity.
- 5) It should have a direct relevance to aspects of their own lives and the environment in which they live.
- 6) To develop progressive geographical skill and knowledge of vocabulary.

Geographical skills

Geography is important because it will help children to develop the following skills:

- 1) Acquire a framework of knowledge about locations and places that will help them to set local, national and international events within a geographical context and that will support their development of geographical understanding.
- 2) Understand some of the relationships between human geography and environments and people including the influence of environmental conditions on human activities.
- 3) Develop a sense of place, and an understanding of the features of that locality and the elements of its culture.
- 4) Develop skills of investigating, questioning, observing and collecting and recording evidence and using information sources and ICT.
- 5) To develop children's ability to use geographical vocabulary.
- 6) To develop the ability to use various tools and techniques to undertake fieldwork.

- 7) To develop ability to make and use maps, plans, globes, and follow directions or a given route.
- 8) To understand the relationships between people and environments and how they interact with each other.
- 9) Be able to use secondary sources of evidence to inform studies.

Through geographical study, we hope to foster the following attitudes:

- A respect for evidence.
- An awareness of biased information and intolerance.
- An awareness that simple explanations rarely tell the whole tale.
- An interest in other people and places.
- Empathy with other life styles and cultures, including minority groups in the United Kingdom.
- A concern for the quality of rural and urban environments.
- The ability to appreciate other points of view and to reach compromise solutions.
- The concern to value and conserve resources.

Equal Opportunities

We believe that it is important for all children to experience a range of geography activities. We are aware of the need to develop open and accepting minds of other cultures and their traditions and ways of life. We try wherever possible to ensure equality of access, and to reflect this in the resources used.

Special needs

All children will be encouraged and supported in geography activities. Pupils with special needs in Geography are given with extra support, as appropriate, in the classroom, from class teachers, and teaching assistants. Pupils with difficulties in learning Geography are given opportunities for learning through specially adapted activities.

Talented

Pupils with a particular ability and flair for Geography who work more quickly through the levels of the National Curriculum are extended through the use of discussions and problem solving tasks and specially adapted activities including research.

Race and Gender

Human Geography is a powerful part of a school's curriculum to explore and contextualise cultural attitudes, values, relationships and beliefs. Thence, Geography is used in school as a vehicle to challenge stereotypes and celebrate human and cultural diversity. Resources are chosen carefully to reflect the cultural diversity of the world and to promote positive images of race and gender.

Strategies for ensuring progress and continuity

Implementing Geography

The Geography Curriculum is closely linked with the History curriculum and over the course of a year each phase will do the equivalent of 3 geography topics.

Homework may be used to support Geography - through tasks such as drawing maps, finding out about places, looking at weather maps or newspapers and use of Internet material, particularly where Geography is a specific topic focus.

Foundation Stage

Geography in the foundation stage is taught in the area of 'Knowledge and Understanding of the World'. ... They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

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:

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 are taught:

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
- 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.

Strategies for ensuring progress and continuity

Planning in Geography is a process in which all teachers are involved wherein:

- 1) The foundation for curricular planning is the School Improvement Plan developed through a process collaboration between staff and approved by governors.
- 2) Staff meetings are used to discuss the Geography curriculum and ensure consistency of approach and standards.
- 3) Curriculum overviews and detailed lesson plans are drawn up by individual teachers and monitored by the Principal and Geography Co-ordinator.

Cross-curricular Links

Geography is a literate curriculum area. Geography develops children's use of language in many ways. The school encourages children to speak clearly (in order to convey information) and to listen attentively to others. Children are encouraged to read (in order to gain ideas and information from a written text.). They are also given opportunities to write in order to demonstrate understanding and to present information.

Geography is also a numerate curriculum area. Map work provides the strongest link between geography and mathematics. However there are many other aspects of geography which link with maths; these include distance, directions and data handling.

Geography has many natural links with other curriculum areas. It provides a bridge between the humanities and the physical sciences. Through geography children learn about the physical world and are encouraged to make careful observations, form hypotheses and to collect and interpret information. Geography links with history when studying changes in people and places. In religious education people and their beliefs are studied and children are taught to respect different values. In links with Computing children have opportunities to explore videos, use computer programs, take photographs and to use CD-ROMs and the Internet. In the link with physical education children participate in orienteering activities.

In addition to these curriculum subjects, geography also encompasses many aspects of personal and social education. Geography is a subject, which explores the relationship between people and their environments. In citizenship, children develop an understanding of economic, social and political aspects of geography. In environmental education children are taught about issues of pollution, water availability, renewable and non-renewable resources, energy supply and consumption.

Assessment

Feedback to pupils about their own progress in Geography is achieved through discussion with teachers and marking of work. Effective marking:

- aims to help children learn, not to find fault, and comments aims to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of observations at one time - this will vary according to age and ability
- Excellence is celebrated in displays of work, talks and showing work in assemblies.

The role of the Geography subject leader is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Geography throughout the school and to ensure links with other curriculum areas
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progression in Geography and advise the Principal and link governor on action needed.

- take responsibility for the purchase and organisation of central resources for Geography. Resources are organised and stored in a stored area
- keep up-to-date with developments in Geography education and disseminate information to colleagues as appropriate
- Development planning
The subject leader is responsible for feeding into the school improvement plan.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- A) about hazards, risks and risk control
- B) to recognise hazards, and take steps to control the risks to themselves and others.
- C) To explain the steps they take to control risks.

Resources

A regular audit of resources is undertaken by the coordinator who has control of an annual budget, designated by detailed School Development Planning. Resources, including artefacts, non-fiction books, APs are purchased to impact upon standards, to support teaching, to expand existing topic boxes and establishing new topic areas.

Review and evaluation of the policy

This policy was drawn up by the Geography coordinator, working in consultation with the whole staff. Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the SLT on behalf of the Governors.

Signed Principal Date

