



Warton St Paul's

Church of England Primary Academy
A member of **CDARI**

Geography Policy

Reviewed September 2023

Next review September 2024

Our Mission Statement

'Believe, Belong, Be the Best
that you can Be'

*"Whatever you do in word or deed,
do everything in the name of the
Lord." Colossians 3:17*

AIMS

At St Paul's we aim high and believe in ourselves and our abilities.

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that 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
- 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.

STATUTORY REQUIREMENTS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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 should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 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 in 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 8 points of a compass, 4- and 6-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

Teaching Approaches and Classroom Organisation

A variety of teaching approaches are presented to children throughout their geography lessons. These include:

- Teacher led lessons where information is provided.
- Group work where the children discuss problems in small groups.
- Class discussion lessons where members are encouraged to join in with their personal opinions.
- The use of differentiated worksheets and tasks – allowing children of different ability levels to work at their appropriate pace.
- The use of role play.
- The use of audio-visual aids in presenting materials to the children.
- The use of fieldwork so that children gain first-hand experience of their local environments.
- The use of outside speakers with relevant experience and the use of T.V. programmes, DVD's and the internet.

Within each class children may be grouped by ability or by mixed ability where it is felt necessary to give confidence to children who require support and provide opportunity to clarify thinking and develop communication skills for the more able children.

Children are also encouraged to improve their reference skills by researching aspects of topics both individually and in groups.

Foundation Stage

In the Foundation stage, Geography is taught through the “Understanding the World” area of learning. Teaching in the Foundation Stage is linked to their theme or topic for the half term. Learning is through a mixture of Adult-led, Child-led and Child initiated activities and opportunities.

Cross Curricular geography opportunities

Geography draws upon the knowledge, skills and experience from other subject areas e.g. Science, maths, English, I.C.T., History, Art and Technology. We use our own devised curriculum, that allows children to make links between learning in the different subject areas through one overall topic for each half term.

THE USE OF ICT

ICT is used to enhance learning in Geography and to allow children to see and experience areas of the world that they would not get to experience first-hand. We use apps and programmes; such as digimaps and google earth.

Children also use ICT to produce and display their work. They use presentations and word processing programmes.

ASSESSMENT

Any assessment necessary to inform future planning will be recorded on short term plans. Verbal reports are given to parents at Parents’ Evenings and a written report on geography forms part of the report to parents at the end of each year. At the end of each unit an assessment will be conducted to be monitored by the Geography Co-ordinator.

INCLUSION AND EQUAL OPPORTUNITIES

Work is provided appropriate to the learning experience of children. As with all subjects, it is necessary for the teacher to be aware of the levels that apply to children in their class to ensure all children will be able to achieve at the level that is appropriate to their abilities.

ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in Geography through:

Monitoring and evaluating Geography:

- Planning monitoring
- Book scrutiny
- Discussions with other teachers
- Providing support for teaching and learning
- Keeping up to date with developments in the subject

- Delivering staff meetings
- Pupil voice

This policy will be reviewed according to the needs of our school.

SignedDate (Chair of
Governors)

SignedDate (Headteacher)