

<p style="text-align: center;"><b>Putnoe Primary School Geography Policy</b></p>
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### **Definition of Geography**

Our Geography curriculum should inspire in pupils a fascination and curiosity about the world and its inhabitants that will remain with them throughout their lives. The teaching should motivate and equip pupils with knowledge and understanding about the Earth's key physical and human processes by studying the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them. It will examine how people affect, manage and sustain their environment.

Geographical enquiry helps children to learn about their immediate surroundings, the broader world and how the environment can affect their lives and determine decision-making. The study of geography helps to develop a sense of identity and promotes responsible citizenship.

### **Aims and Objectives**

Putnoe Primary school aims to ensure that all pupils:-

- Develop contextual knowledge of the location of globally significant places—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**

The use of a variety of enriching teaching approaches and of resources is encouraged through:-

- Teacher presentations, role play and story telling.
- Question and answer sessions, discussions and debates about topical issues.
- Individual and group research and presentations.

- Photographs, pictures, maps and globes.
- Well stocked Topic Boxes for each area of the geography curriculum.
- ICT- interactive white board and internet resources, video, CD ROMS, TV and other visual and audio resources.
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.

### **Curriculum Planning**

A year group curriculum map has been provided in order to provide a framework for the Geography taught within our school. The National Curriculum provides further guidance by outlining the knowledge, skills and understanding which should be highlighted within each Key Stage. The National Curriculum website provides guidance as to Attainment expectations at each stage. The Geography taught in Reception is governed by the Early Years Foundation Stage document.

The whole school plan aims to ensure progression and continuity in the knowledge and skills of Geography. Making links between aspects of Geography studied is encouraged, enabling children to build upon previous skills and experience.

### **Foundation Stage:**

- To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.
- To raise awareness of other environments through stories, visits, photographs, ICT and artefacts.

### **Key stage 1**

We hope pupils will 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**

In Key Stage 2 we hope to extend the children's 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
- To research local, national and global issues using resources which include ICT and form opinions for debate.
- To develop an awareness of their responsibilities as Global Citizens.

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### **Planning a Mastery Curriculum**

Our planning takes account of the core concepts of the subject area which pupils must master for success at the highest levels of achievement. Planning will identify what pupils

need and what is essential that they embed and deepen. Long term planning is identified from the National Curriculum Documentation. This is undertaken in the context of the school's overall curriculum plan. It reflects the needs of all children. All teaching staff agree which parts of the programme of study are drawn together to make coherent, manageable teaching units which match the age and levels of attainment of the children. Long term plans show how the teaching units are distributed across Key Stages 1 and 2 in a sequence which promotes both curriculum continuity and progress in children's learning.

Medium term and short term planning is created to meet the identified skills suited to each topic. Termly plans identify learning objectives and outcomes for each Geography unit and suggest activities and resources which will enable these to be achieved. The units of work are in line with the National Curriculum.

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking within Geography. It provides a hierarchy of levels, this assists teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.

### **Assessment and Recording**

During the planning stage, clear learning objectives are set and opportunities for assessment are identified. Assessments are recorded in line with school policy. Opportunities are embedded within planning for both formative and summative assessments to take place within Geography. The curriculum coordinator collects examples of children's work which is levelled using the National Curriculum level descriptors. Target tracker is used to assess children performance.

### **Classroom Organisation and Resources**

Children will be grouped so that the demands of the task meet the needs of the children. Children are encouraged to work independently and use resources appropriately and respectfully. Each Geography unit has relevant resources available; either stored in classrooms or the resource Geography cupboard.

### **Cross Curricular Links**

#### **English**

Reading and writing are essential for the processes of find out about and communicating an understanding of Geography. It contributes to the teaching of English by providing valuable opportunities to reinforce what the children have been doing in their English lessons and apply it in a different context. Geography lessons provide invaluable opportunities to re-enforce spelling rules and aspects of punctuation and grammar. The units of work provide an indication of where links between history and literacy can be made.

## **Maths**

Maths skills are developed and embedded through the study of Geography. The children have opportunities to consolidate measuring skills, collecting and interpreting data and use of co ordinates for mapping skills. All these skills are taught through Maths but can then be developed through an exciting Geography curriculum.

## **ICT**

The children's learning is enriched through the use of ICT:

The school 'green screen' offers countless opportunities for children to present their learning in unique and exciting ways.

Use of a supporting Atlas' on whiteboard focuses children's use of an individual atlas

Online maps can be tailored to children's individual needs.

Children learning can be completed with electronic presentations

## **Health and Safety**

A thorough risk assessment is carried out before any educational visits are undertaken. Safeguarding checks are made with regards to personnel accompanying the children. Class Geography safety checks are carried out regarding physical areas and resources used.

## **Monitoring and Review**

It is the role of the Geography co-ordinators, under the guidance of the Head teacher:

- To organise Geography within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Geography and carry out INSET when required.
- To monitor and update resources and draw up a budget.
- To complete an annual summary report in which they evaluate the strengths and areas of development in the subject and indicate areas for further improvement.
- To produce a termly report on Geography identify progress and identify vulnerable groups.