



Policy: Geography
Reviewed: January 2017
Next Review: January 2020
Responsibility: Headteacher/Governors
Category: Teaching & Learning

Nelson St Philip's Church of England Primary School



Policy for Geography

Statement of Safeguarding Children

At St Philip's Church of England Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Officer is: Mrs Kathryn Ellidge, our Headteacher

Mission Statement

We love to learn. We learn to love. With Christ as our Guide we love and learn together". Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; every child is special in God's eyes.

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.

1. Aims and Objectives

-  to enable children to gain knowledge and understanding of places in the world;
-  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.

2. Teaching and Learning Style

- 2.1** We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data,



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such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involved the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issues.

2.2 We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

-  setting common tasks which are open-ended and can have a variety of responses;
-  setting tasks of increasing difficulty, some children not completing all tasks;
-  grouping children by ability in the room and setting different tasks to each ability group;
-  providing resources of different complexity according to the ability of the child;
-  using classroom assistants to support the work of individual children or groups of children.

3 Geography Curriculum Planning

- 3.1** We use the National Curriculum for geography as the basis for our curriculum planning and our curriculum map shows the topics/themes which are planned for in each year group for Cycle A/B. Our Curriculum Planning is in three phases (long-term, medium-term and short-term) during each key stage. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently.
- 3.2** The Geography Subject Leader reviews curriculum plans on a regular basis in line with the school monitoring schedule. Because we have some mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.
- 3.3** Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans, and can discuss them with the Geography subject leader on an informal basis.
- 3.4** 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 scheme of work, we offer them increasing challenge as they move up the school.

4 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 seven continents and five oceans



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- 🌐 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 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 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



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- 🌐 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.

5 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 Foundation Stage of the National Curriculum, 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 ELG objectives of developing a child's 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.

6 Spiritual, moral, social and cultural development

- 🌐 We offer children in our school many opportunities to examine the fundamental questions in life through the medium of Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about different localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions.

7 Special Educational Needs

- 🌐 We teach Geography to all children, whatever their ability. Geography forms an integral part of the school curriculum to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their IEPs. We ensure all children are able to access, within reason, any educational trips which may involve physical activities.

8 Assessment and Recording

- 🌐 We assess the children's work in geography by making informal judgements as we observe children during lessons. Once the children complete a piece of work, we mark and comment according to the school marking policy, and as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum Key Year Group expected standard. We record the attainment and use this 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.



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- 🌐 The Geography Subject Leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in Geography in each year of the school.

9 Resources

- 🌐 We have sufficient resources in our school to be able to teach all the geography units in our curriculum. We keep these resources in a central store. We also keep a collection of geography equipment which the children use to gather weather data, and a set of atlases for both key stages. In the library we have a good supply of geography topic books and a range of educational software to support the children's individual research.

10 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.
- 🌐 At Key Stage One we let all the children carry out an investigation in to the local environment and we give them opportunities to observe and record information around/off the school site. At Key Stage Two the children carry out a more in depth investigation around/off the school site. We also offer them the opportunity to take part in a residential visit – previous visits have been to Kingswood/Whitehough/London.

11 Monitoring and Review

- 🌐 The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. All subject leaders are allocated time for observing lessons and work scrutiny.

Please see other key policies for information relating to issues such as: inclusion, assessment, SEN, recording and reporting.

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Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.