



# Parklands Primary School

## Geography Policy

### **Purpose of Policy**

Geography is a foundation subject in the National Curriculum. This policy will outline the purpose, nature and management of how geography is taught and learned in our school and will inform new teachers of expectations.

Staff have access to the policy via the school's server in the shared staff area. Parents requesting to see a copy of the policy can do so by making their request to the Head Teacher.

### **Aims and Outcomes**

- To develop pupils' enjoyment, interest in and knowledge of geography topics and an appreciation of its contribution to all aspects of everyday life
- To build on pupils' curiosity and sense of awe in our physical/social world
- To introduce pupils to the language and vocabulary of geography
- To develop pupils' use of a variety of resources in their geography studies

### **Geography and the Primary Curriculum**

Geography topics are based on the revised National Curriculum. We expect geography to be timetabled for an average of 19 hours per year, 6 lessons per term with an additional map work lesson during the year. This does not include fieldwork which will be in addition to lessons.

The role and responsibility of the subject leader:

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of geography teaching and learning

- To update documentation where necessary
- To produce action plans for the School Development Plan and manage the budget allocated effectively
- To liaise and consult with outside agencies where appropriate
- To prepare and lead INSET
- To attend relevant training to develop CPD
- To regularly review the contribution made by geography to a meaningful curriculum

### **Equal Opportunities and Inclusion**

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both males and females in society, at all levels of geography study. Every effort will be made to ensure that activities are equally interesting to both genders.

### **Teaching and Learning**

Children to be given opportunities to:

*Develop a sense of enquiry, fascination and curiosity which encourages them to question and make suggestions about the world and its people by:*

KS1:

- naming and locating the world's seven continents and five oceans
- naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

KS2:

- Identifying 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);
- Locating 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;
- Naming and locating 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 understanding how some of these aspects have changed over time;

Develop a detailed knowledge of places by:

KS1:

- understanding 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

KS2:

- Understanding 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

Develop an understanding of human and physical geography by:

KS1:

- identifying 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
- using 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

KS2:

- Describing and understanding key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- Describing and understanding key aspects of 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

Use and apply geographical skills and fieldwork by:

KS1:

- using 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
  - using 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
- Geography – key stages 1 and 2 3

- using 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
- using 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.

KS2:

- Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- Using 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;
- Using 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

*A variety of teaching strategies are used to engage and interest children and further their learning. Consideration is given to different learning styles. These should include:*

- Using a range of sources of information such as books, the internet, maps, photographs, films and reference & text books;
- Using enquiry- led and project-based learning to develop their independence, helping them to become more confident in applying the skills they have learnt;
- 'Basic', 'advanced' and 'deep' learning opportunities, which enable all children to challenge themselves appropriately;
- Incorporating children's experiences and making learning relevant to their lives;
- Fieldtrips and additional opportunities;
- Opportunities to communicate their ideas to each other and with teachers including discussions and presentations

### **Assessment, Recording and Reporting on Progress**

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work and skills progression document. Teachers can obtain evidence by: direct observation of children at work, questioning pupils or discussions with pupils, analysing their drawings, models, diagrams, plans and written work or by photographing and recording their finished products.

The geography leader monitors teaching and progress by:

- Informal discussions with teachers

- Pupil interviews
- An annual resource audit
- Assessing work and progress including book scrutiny and selected examples from each class being analysed against a progression of skills document
- Observing lessons
- Reviewing teacher assessments on Target Tracker

### **Resources**

In Key Stage 1, geography is taught through themes and the relevant resources are either kept in the resource room on the geography shelves or in the theme boxes for the relevant year groups. Atlases are kept in the Key Stage 1 resources room for access to all. In KS2, teachers use the Oddizzi scheme of work to plan and teach their geography lessons. Sets of atlases are used in school for both lower school and upper school, which rotate between the two year groups depending on when geography is being taught. Old atlases, SEN atlases and spare globes are in the geography coordinator's room. The geography leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted.

### **Review**

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.