



LONG SUTTON COUNTY PRIMARY SCHOOL GEOGRAPHY POLICY

Introduction

This policy outlines the teaching, organisation and management of Geography taught and learnt at Long Sutton County Primary School. We believe that Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative skills. Skills developed through the study of Geography are applicable to everyday life.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Our Aims

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.

Curriculum Entitlement

Geography is a foundation subject in the National Curriculum and it will be taught as part of a topic-based curriculum. The teaching of Geography will depend on the topic, each half term, for different year groups. Geography objectives have been organised into various themes to make children's learning relevant and interesting. This will also enable children to be given the opportunity to apply their geographical skills and knowledge in other areas of the curriculum. Geography will usually be taught for an hour a week during the half terms that it is a focus in the topic, but timings are flexible as long as all objectives are covered throughout the year.

In Key Stage One pupils should be taught about:

- 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 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

- 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

Special Educational Needs

All children are entitled to access the Geography curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Resources

The school has a varied selection of geography resources available and they include reference books for children, teacher resource books, photo & picture packs, limited artefacts, and newspapers. A full resource list is available on request from the Geography Leader. The school library has a good selection of children's geography books which staff and children are both encouraged to borrow.

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children's work is kept in their topic book, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). Reporting to parents occurs annually with a written report and through twice yearly meetings.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2015

Reviewed – May 2017

Next Review – May 2019

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