



# Geography Policy

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

## **Aims**

The national curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- 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 and writing at length.

### **Attainment Targets**

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:

#### **Location 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 (e.g. 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### **Location 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.

### 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.

### **Opportunities for Personal, Social Health Education**

Geography contributes significantly to the teaching of personal, social and health education and citizenship.

Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in discussions. Thus geography in our school promotes the concept of positive citizenship. We will encourage the children to take photographs, return

postcards to school and to discuss their journey when they go on holiday. Through teaching about contrasting 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.

### **How is Geography taught throughout the school?**

See Appendix 1- Medium Term Plans

### **Inclusion and Equal Opportunities**

At our school we teach Geography to all children, whatever their ability. All children are provided with equal access to the Geography curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within Geography, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific Geography related targets where a priority is appropriate.

### **Assessment & Reporting**

We assess children's work in Geography by making informal judgements as we observe them during each Geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The Geography subject leader keeps samples

of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in Geography for each year group.

See Appendix 2 - Assessment Grids

### **Resources**

The school is well resourced for the teaching of Geography. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of Geography, however resources include materials from Geography.

### **Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the Geography subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Policy Review**

This policy was written September 2014 by the Geography Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

<b>Subject</b>	<b><u>Autumn</u></b>	<b><i>IDEAS</i></b>	<b><u>Spring</u></b>	<b><i>IDEAS</i></b>	<b><u>Summer</u></b>	<b><i>IDEAS</i></b>
	<b>Topic: Animals and Me</b>		<b>Topic: Where we live</b>		<b>Topic: Fire and Ice</b>	
<b>History</b>	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	-How the children have grown.	Hi1/1.3 significant historical events, people and places in their own locality.	A famous Chelmsfordian. - Links to the Chelmsford museum.		

Subject	<u>Autumn</u> Topic: Great Fire of London	<i>IDEAS</i>	<u>Spring</u> Topic: Living and growing	<i>IDEAS</i>	<u>Summer</u> Topic: Florence Nightingale	<i>IDEAS</i>
<b>History</b>	Hi1/1.2 events beyond living memory that are significant nationally or globally				Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	

Subject	<u>Autumn</u> Topic: Mountain/Volcanoes	IDEAS	<u>Spring</u> Topic: Romans	IDEAS	<u>Summer</u> Topic: Rainforests	IDEAS
History	<p><b>Hi2/1.1 Pre-Roman Britain</b></p> <p>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> <li>b. <i>Bronze Age religion, technology and travel, for example, Stonehenge</i></li> <li>c. <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></li> </ul>	<p>2 week intro at end of term in preparation for Roman topic.</p>	<p>Roman Britain. Pupils should be taught about the Roman Empire and its impact on Britain. This could include Julius Caesar’s invasion of Britain 55/54BC, The Roman Empire by AD42 and the power of its army. Successful invasion by Claudius and Conquest including Hadrian’s Wall, British Resistance eg Boudicca, Romanisation of Britain, sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>			

Subject	<u>Autumn</u> Topic: RIVERS	IDEAS	<u>Spring</u> Topic: Ancient Egypt	IDEAS	<u>Summer</u> Topic: A Musical Adventure	IDEAS
<p><b>History</b></p>	<p><b>Hi2/1.3 Anglo-Saxons &amp; Scots</b></p> <p>Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <p><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p> <p><i>Scots invasions from Ireland to north Britain (now Scotland)</i></p> <p><i>AngloSaxon invasions, settlements and kingdoms: place names and village life</i></p> <p><i>Anglo-Saxon art and culture</i></p> <p><i>Christian conversion – Canterbury, Iona and Lindisfarne</i></p>		<p><b>Hi2/2.3 Ancient Civilizations</b></p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> <li>a. Ancient Sumer;</li> <li>b. The Indus Valley;</li> <li>c. Ancient Egypt; or</li> <li>d. The Shang Dynasty of Ancient China</li> </ul>			

Subject	<u>Autumn</u> Topic World War 1/2	IDEAS	<u>Spring</u> Topic: inventors, inventions ,explorers	IDEAS	<u>Summer</u> Topic: Ancient Greece	IDEAS
History	<p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i>  <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></p> <p><i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></p> <p><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p><i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>				<p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	

Subject	<u>Autumn</u> Topic: In the beginning	IDEAS	<u>Spring</u> Topic: Anglo-Saxons	IDEAS	<u>Summer</u> Topic:Field Exploration	IDEAS
History	Victorians	Famous Victorians linked to Evolution e.g. Darwin, Mary Anning etc.	Anglo –Saxons and Vikings <b>Hi2/1.4 Anglo-Saxons &amp; Vikings</b> Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <i>Viking raids and invasion</i>  <i>resistance by Alfred the Great and Athelstan, first king of England</i>  <i>further Viking invasions and Danegeld</i>  <i>Anglo-Saxon laws and justice</i>  <i>Edward the Confessor and his death in 1066</i>		Local history <b>Hi2/2.1 Local History</b> Pupils should be taught about an aspect of local history  <i>a depth study linked to one of the British areas of study listed above</i>  <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i>  <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>	Own project on local area