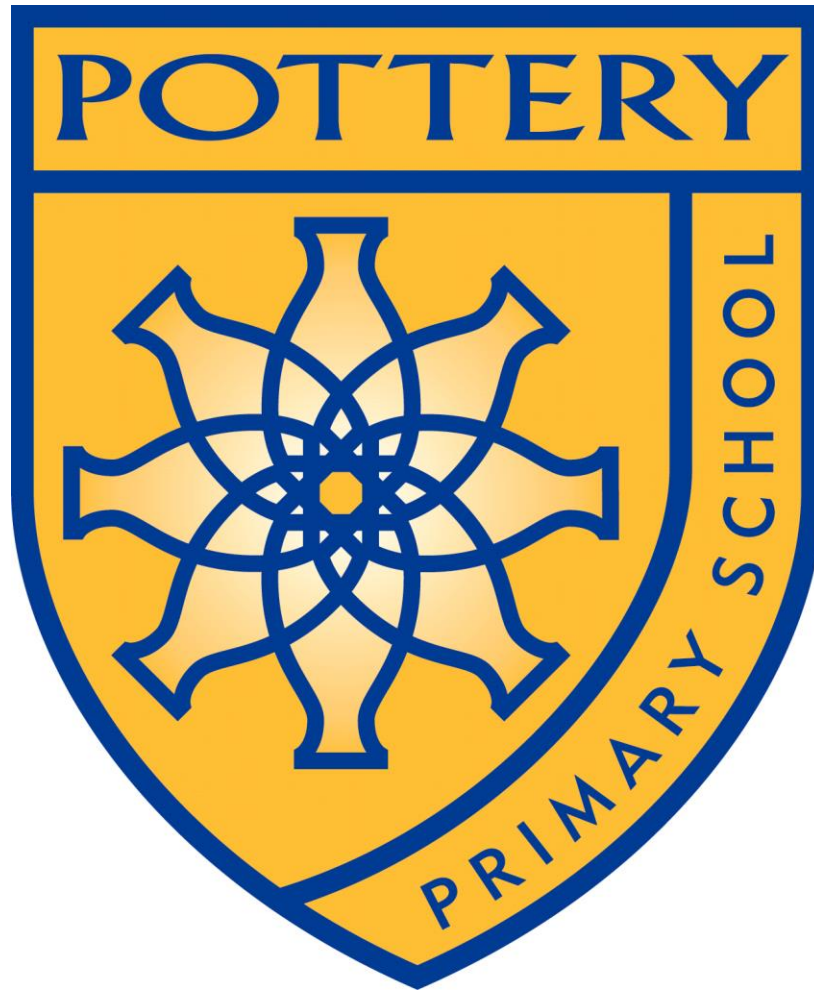


Geography Policy



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Geography Policy

Introduction

This document is for the information of staff, governors, parents and all those concerned with the learning and welfare of the children at Pottery School. It complies with the National Curriculum requirements for teaching geography.

Policy Statement

This document is a statement of aims, principles and strategies for the teaching and learning of geography at Pottery School.
It has been compiled to maintain equal opportunities and continuity in the teaching of geography.

Aims and objectives of geography

‘ A high quality geography education should inspire in pupils a curiosity about the world that will remain with them for the rest of their lives’ (DfE)

Geography is about the study of places, the human and physical processes that shape them and the people who live in them. The study of our school locality forms an important part of the geography taught here. The children’s understanding and awareness of their school locality will be developed through direct experience, practical activities and fieldwork.

Geography teaching offers opportunities to:

- stimulate children’s interest in their surroundings and in the variety of human and physical conditions on the Earth’s surface;
- foster children’s sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance children’s sense of responsibility for the care of the Earth and its people.

Content

Foundation Stage

Foundation stage geography is where children begin to gain a wider experience of the world around them. They follow the strand, “Understanding of the world”, where they learn through first hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environment. They will learn about seasons, weather, features in their local area and the buildings that surround them.

Key Stage One

In Years 1 and 2, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there, and developing an awareness of the wider world.

Children will:

- develop geographical knowledge enabling them to name and locate the world's seven continents and five oceans, the four countries and capitals of the UK and its surrounding seas;
- investigate and learn about geographical similarities through studying the human and physical geography of a small area of the United Kingdom, and a contrasting non-European country;
- focus on geographical questions like *What/Where is it? /What is it like? /How did it get like this?*
- develop and use enquiry skills, using maps and photographs, including recognising features, constructing simple maps, using 4 compass points and simple directional language, and using basic symbols in a key;
- identify seasonal and daily weather patterns in the UK and the location of hot and cold place in the world in relation to the Equator and the North and South Poles;
- use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.

Key Stage Two

In Key Stage Two, pupils extend their knowledge, skills and understanding relating to people, places and environments at different scales including United Kingdom, Europe and North and South America. They develop an appreciation of how places relate to each other and the wider world.

Children will:

- locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- develop a geographical knowledge enabling them to name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern/ Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones;
- study places and themes to understand geographical similarities and difference through the study of human and physical geography of a region in the United Kingdom, a region in a European country and a region or area within North or South America.
- use geographical vocabulary to describe and understand key aspects of human and physical geography;
- focus on geographical questions such as *What is it like? How did it get like this? How and why is it changing?*
- use the eight points of a compass, four and six figure grid reference, symbols and key to build their knowledge of the United Kingdom and the wider world;

- Use field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketching maps, plans and graphs, and digital technologies

Language and Communication

Children:

- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
- use geographical language and draw maps and diagrams to communicate geographical information;
- read fiction and non-fiction, and extract information from sources such as reference books, and the internet.

See appendix 1

Values and attitudes

Children will:

- work with others, listen to each other's ideas and treat them with respect;
- have opportunities to consider their own attitudes and values and those of other people;
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;
- develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

Features of progression

Progress in geography can be characterised by:

- an increase in breadth of studies: the gradual extension of content – places, themes and environments – to be considered;
- an increasing depth of study; the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
- an increase in the spatial scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales;
- a continuing development of skills: to include the use of specific geographical skills such as mapwork and more general of enquiry matched to children's developing cognitive abilities;
- a continuing development of locational knowledge and geographical vocabulary;
- increasing opportunities for children to examine social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of peoples' beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Organisation within the curriculum

The staff at Pottery Primary School have developed a creative curriculum; designed to inspire and encourage the children to become lifelong learners. We utilise PlanBee as a scheme in which teaching staff and subject leads adapt and develop lessons and teaching to personalise the learning in accordance to the pupils in our school. We ensure that the National Curriculum objectives are covered and that we develop meaningful units of study for the pupils that link into the creative curriculum. In years one to six, cross-curricular links are developed wherever possible. In the Reception year the children will develop an 'understanding of the world' through practical experiences.

Assessment and record keeping

Evaluations will be carried out by assessment through observation, talk and effective record keeping. At the start of a topic or section of work a mind map is used to ascertain the children's depth of knowledge, this is returned to at the end of a section of work to assess progress. Along with effective questioning this will inform the class teacher on current understanding and inform future planning to ensure progression. Itrack is used to record attainment levels throughout the year and track progress across the school.

Equal Opportunities

Every effort is made to ensure that geography activities are equally as interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child's sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

Health and Safety

All children are made aware of the relevance to health and safety when undertaking work.

Special Needs

All teachers have the responsibility for meeting the needs of children with Special Educational Needs (SEN).

For pupils who may need the provision, suitably differentiated material will be provided to enable pupils to progress and demonstrate achievement. Such material will be presented in contexts suitable to the pupil's age.

The role of the geography co-ordinator

All teachers are responsible for ensuring that they deliver the appropriate areas of the geography national curriculum to their children.

The co-ordinator will:

- ensure progression is evident across the year groups;
- work with other subject leaders to continue to develop the creative curriculum within our school;
- monitor planning and assessments to ensure that there is progression and differentiation within the objectives/assessments;
- report back to staff by:

discussing planning with an individual member of staff where necessary;
discuss any issues raised at staff meetings / INSET days;

- be available to help with any geography planning / assessments made by members of staff;
- where possible be made available to team-teach an area of the geography curriculum where a member of staff needs support;
- attend relevant in-service training courses arranged by LEA and be responsible for disseminating relevant information to the teaching staff;
- keep resources up to date within the constraints of the geography budget.

The Headteacher and staff will review this policy regularly. Any amendments will be presented to the Governing Body for their approval.

Appendices

1. Geographical Vocabulary Key Stage One

Map words	Local area	Physical world	Human Activity	Environment
Position above /below address backwards behind / in front close down/ up edge far/ near forwards left / right Compass directions east north south west Special terms chart code grid key landmark map plan scale symbol Atlas and map Asia Africa Australia Antarctic Antarctica Artic Arctic Ocean Atlantic Ocean Belfast Cardiff Continent Edinburgh England English Cannel	Homes bungalow caravan flats house terrace Street furniture bench bus stop fence gate post box road sign telephone box traffic lights Shops bank butcher café chemist grocer newsagent post office public house supermarket Other buildings castle church cinema factory hospital hotel office school station theatre Areas car park farm garden	Landscapes beach cliff coast forest field forest hill island lake marsh mountain ocean pond river sea shore slope stream valley vegetation water waterfall wood Weather breeze calm cloud cold dry dull flood fog frost gale hail hot ice mild puddle rain shower steam	Transport aeroplane bike boat bus car lorry ship taxi train tram walk Routes alley avenue bridge by-pass crossing footpath junction lane motorway path railway road street subway track trail Jobs assistant caretaker cook dentist doctor helper librarian nurse police officer postal worker secretary shopkeeper	Rocks/soil chalk clay earth pebble rock sand soil stone Resources brick coal electricity food gas goods materials metal oil plastic wood Environmental quality attractive beautiful damage dislike fumes improve interesting like litter noisy pollution quiet recycle rubbish smelly smoky spoil ugly

Equator Europe Indian Ocean Irish Sea London Northern Ireland North Sea N/S America North/South pole Pacific Ocean Scotland Southern Ocean United Kingdom Wales World United Kingdom	park playground Places City Capital city town village Workplaces factory farm harbour market quarry	storm thunder warm wet windy Seasons Autumn Spring Summer Winter	teacher vicar	
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Geographical Vocabulary Key Stage Two

Map words	Places	Physical World	Human Activity	Environment
Aerial Photographs aerial clue comparison feature landmark land use overhead pattern satellite shape vertical view Grids alpha-numeric axis code column co-ordinates latitude longitude row Map Reading Arctic and Antarctic Circle contents direction key location Ordnance Survey position route scale sequence symbol trail Tropic of Cancer Tropic of	Areas continent country county locality neighbourhood region surroundings zone Activities agriculture commerce communication community employment energy farming fishing forestry housing industry land use leisure recreation residential transport work <i>In addition to the above add places chosen for studies</i>	Climate Biome Climate zone desert polar rainforest temperate tropical Landscapes beach dune lowland moor peak plain ridge swamp upland vegetation belts Rivers basin channel delta estuary flood gorge meander source tributary valley waterfall Volcanoes ash cone crater earthquake erupt extinct vibration	People marriage migration movement persecution refugee Settlement city core crowded port resort ribbon development rural site suburb urban Industry cargo factory goods market materials supplies transport Routes access barrier gradient journey network obstacle tunnel viaduct Conflicts change councillor	Materials brick cement coal glass granite gravel limestone minerals peat rock salt slate Installation mine pit quarry rig Caring for the Environment conservation demolish derelict dump heritage park pollution reclaim reserve restore tip wasteland wildlife Water Supply dam meter pipe pump purify

Capricorn		Surfaces concrete earth grass tarmac Soils clay loam minerals sand	development improvement opinion public enquiry scheme viewpoint	reservoir sewage stop cock system tap
Taking Measurements calculate distances estimate measure obstacle represent straight time zone				