



ST MARY'S CATHOLIC PRIMARY SCHOOL

GEOGRAPHY POLICY

Person responsible: Miss A. Hogan

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Approved by Governors

INTRODUCTION

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a valued part of the curriculum which provides purposeful means to explore, appreciate and understand the world in which we live and how it has evolved. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

AIMS

The National Curriculum recommendations for Geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1

Pupils should be taught about:

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 be taught about:

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.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help Reception children make sense of their world as an integral part of the school's work. As the Reception class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also include using age appropriate software and technology.

THESE AIMS ARE MET BY:

- Following the 2014 National Curriculum guidelines and EYFS programme of study.
- Ensuring that Geography is taught in a clearly identified way through topics in Early Years and Key Stage 1 and within a history focused unit in Key Stage 2.
- Providing stimulating and challenging activities to involve all pupils.
- Ensuring teaching is aided with relevant, up to date and stimulating resources.

CROSS-CURRICULAR SKILLS AND LINKS

- English – Geography is an excellent subject for promoting speaking and listening, reading and writing.
- Mathematics – Our field work investigations develop data handling and graphing skills. The spatial dimension of map work is mathematical too, through directional and locational work.

- Computing – Data handling, information retrieval and Internet usage.
- Nature Area and Gardening Club – Our school Nature Area is a great way to develop geographical skills outside. Children can visit the Nature Area as part of their topic where they can undertake investigations and make observations. We encourage the Infant children to use the Nature Area on a regular basis. The Juniors can access it depending on their topics. As part of a lunchtime club, a group of children from Year 6 help to maintain the Nature Area and other outside environments in our school.

ASSESSMENT / RECORDING / REPORTING

The Attainment Targets for the 2014 National Curriculum require that 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. During the Foundation Stage, teachers assess pupils in relation to the Early Learning Goals. Tests are carried out at the end of each topic by the teacher to flag up any gaps in pupils' learning or gifted and talented pupils who might need challenging. The results offer meaningful and understandable information for pupils, parents, teachers, school leaders, governors and Ofsted. Individual pupil attainment will be passed on to the next teacher to aid their planning and track pupil progress.

We report annually to parents on pupil progress in Geography via the child's school report.

HEALTH AND SAFETY

All fieldwork and study visits will abide by the school policies. Please refer to the School's Health and Safety Policy/Guidance for educational visits.

ADDITIONAL NEEDS

Planning will give all pupils access to the curriculum at a level they can achieve at.

MONITORING / EVALUATION

It is the responsibility of the co-ordinator to monitor planning, the effectiveness of teaching in Geography, standards of the children's work and resources.

An annual overview for each year group will be seen by the co-ordinator at the beginning of September and medium term plans at the beginning of each half term. Pupil achievement will also be available to the co-ordinator towards the end of the summer term.

RESOURCES

Resources are stored centrally. Classrooms have the essential Geography resources. Our library stocks useful reference books which will enhance topics.

