



**MANOR BEACH PRIMARY SCHOOL
GEOGRAPHY POLICY**

REVIEW DATE: APRIL 2021

REVIEW DUE: APRIL 2022

Manor Beach Geography Policy 2021

'Inspiring minds, shaping futures'

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, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

We hope that pupils will increase their knowledge and understanding of the changing world and will want to look after the Earth and its resources. We hope that they will begin to develop respect and concern for, and an interest in, people throughout the world regardless of culture, race and religion.

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

Role of the Geography Subject Leader

- To purchase, organise and maintain teaching resources.
- To provide support for colleagues in dealing with SEN children, to ensure they can access the geography curriculum.
- To manage a delegated budget and keep spending within it.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LEA, cluster groups or other colleagues.
- To provide guidance and support in implementing the new national curriculum and programme of study.
- To offer specialist advice and knowledge for special needs and gifted pupils.
- After consultation, to co-ordinate recording and presentation throughout the school.

- To advise the Headteacher of action required (e.g. resources, standards etc)
- To encourage ways of involving parents in their children's learning.
- To annually review the Geography scheme of work and policy.
- The over-riding task of the Geography subject leader must be to provide support for all who teach Geography and so improve the quality and continuity of Geography teaching and learning throughout the school.

Equal Opportunities

At Manor Beach Primary School we teach Geography to all children, whatever their ability. 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.

SEN / Able and Gifted / Equal Opportunities

For details see the SEN, Able and Gifted Equal Opportunities policies.

All children regardless of race, gender, or physical ability will be given equal access to Geography. Any child with special educational needs, will participate as far as possible, in all Geography lessons through differentiated activities according to his/her abilities.

The more able children are catered for by covering objectives:

- In greater depth – more detail and complexity
- To a broader range – more challenging texts and tasks
- At a faster pace – tackling objectives earlier

For the less able, a greater degree of differentiation may be needed; teachers need to take into account of the type and extent of the difficulty experienced by the pupil e.g. access to specialist equipment, alternative and adapted activities, specialist support, as stated on any statement of special educational needs.

Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs. We also enable children to use Computing within geography lessons such as Geographical Information Systems to enhance learning alongside various Apps. Children take part in in role-play discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities e.g. research of a local environmental problem or use of internet to investigate a current issue. Observing and measuring human and physical features of a local area and how they have been influenced. (Fieldwork in the local area)

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;

- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children who are part of the planning process.

Curriculum Planning

Geography can be taught by class teachers either as a specific study using the '**Connected Geography**' scheme by David Weatherly or incorporated within other subjects thus promoting and contributing to learning across the curriculum.

We operate a planning procedure agreed by the whole teaching staff, based upon the Programmes of Study. As a school we use objectives laid out in the National curriculum in England: geography programmes of study and these objectives are the basis for our planning. We plan topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

EYFS

We teach geography in Reception classes as an integral part of the topic work covered during the year. As reception class(es) are part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the ELG's which underpin the curriculum planning for children aged birth to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding the world through activities such as collecting postcards, talking about the features of their immediate environment and how environments may differ from each other.

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:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 in 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 8 points of a compass, 4- and 6-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
- use 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.

Long term plans

Each class teacher has a subject overview showing which topics and areas of learning to focus on for their year group. Skills have been divided up by staff in key stage meetings to ensure progression. Each class teacher has a copy of these skills.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. In the Foundation Stage and Key Stage One, all the children carry out an investigation into the local environment and are given opportunities to observe and record information about the school and its locality. At Key Stage 2 the children carry out fieldwork in the local area and compare to region within Europe, North and South America. We also offer the opportunity to take part in a residential visit to Winmarleigh outdoor educational centre, where children undertake orienteering activities.

Planning for educational visits follows the current guidelines provided by Educational Visits Coordinator.

Assessment

Each class teacher has a copy of an assessment grid which is to be used as a tool to make end of year judgements. However, staff are advised to complete them throughout the year to look at progression, skills and any areas to improve. All assessment grids are linked to the skills and expectations of the National Curriculum. The Geography subject leader will then use these grids to monitor and assess progression.

Correcting and Marking

For details of correcting and marking, see the Marking Policy.

Resources

We are continually reviewing resources in our school to be able to teach all the geography units in our Scheme of Work. Each key stage keep most of their resources in a central store where there are boxes and/or baskets of equipment and books for each topic. We also keep a collection of geography equipment in classrooms for example maps, globes and a variety of atlases. We use Apps and Computer software to support the children's individual research in classrooms and in the Computing suite.

Subject Leader: Claudia Sefton

Date: April 2021

Review Date: April 2022