



Geography

October 2020

Reviewed by LB	October 2020
Next Review Date	October 2023

Beckley Church of England Primary School

Geography Policy

Our Vision

To promote and achieve excellence in all areas of school life. The school will be a place and a community where all children are happy and safe, where they can flourish and achieve their best in a caring, inclusive environment.

Curriculum Intent

Each child will start learning – seeking knowledge and developing skills – to prepare them to make their way and to contribute, to make changes and to thrive in our changing world of challenge and delight. In this we aim to:

- Develop foundations and individual enthusiasm for life-long learning.
- Inspire curiosity, confidence and creativity in all children.
- Teach the children with their strengths and interests in mind.
- Create many opportunities to spark interest for all children.
- Encourage a secure and positive attitude towards others and the environment.
- Be ambitious for every child, whatever their prior attainment or need.
- Encourage resilience through understanding the importance of making mistakes, listening and responding to feedback and being open-minded.

Aims and Rationale

The aim of Geography teaching at Beckley Church of England Primary School, is to stimulate the children's interest, curiosity and understanding about the World in which we live and how it has evolved. Throughout their work in Geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. 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. The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings and how they can contribute to improving the environment.

The strands in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork.

Our approach to the teaching of Geography will provide children with opportunities:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.

- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To increase children’s knowledge of other cultures and, in so doing, teach an understanding of what it means to be a positive citizen in a multicultural country.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.

Entitlement and Curriculum Provision

Beckley Church of England Primary School links its teaching of Geography to the primary National Curriculum in England. Our principal aim is to develop the children’s knowledge, skills and understanding in Geography. We believe in whole-class teaching methods and combine these with enquiry based research activities. As we have mixed-age classes, our planning is based on a three-year rotation cycle.

Early Years

Geography is taught in Reception as part of Understanding the World. The children learn to investigate similarities and differences and explore the local environment. This is set out in the Early Years curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world.
- begin to know about their own cultures and beliefs and those of other people.
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

The national curriculum 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.

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

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
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography can have strong links with other areas of the curriculum and these should be actively encouraged. For example:

Spiritual, moral, social and cultural development

Spiritual development:

Geography provides opportunities for pupils to recognise the beauty and diversity of the world.

Moral development:

Geography helps pupils to reflect on how the environment is affected by decisions made by people. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development:

Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Learning about a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development:

In Geography, by exploring different settlements, pupils can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in Geography. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, aerial photographs and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in roleplay and discussions, and they present reports to the rest of the class

Fieldwork

We believe that fieldwork is integral to good geography teaching and each year group has at least one fieldwork experience. KS1 uses the school grounds and the locality around the school. The fieldwork in KS2 takes the children beyond the immediate vicinity of the school and includes a residential visit.

Inclusion

At Beckley Church of England Primary School we provide support and resources for success and challenge at all levels. We provide equal opportunities for all learners regardless of age, gender, ethnicity, impairment, medical concerns, attainment or background.

Assessment and Attainment targets

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 children receive verbal or written feedback as a means of development. Curriculum progression sheets are used at the start of each topic and are stuck in children's work books. Core knowledge, important skills and key vocabulary are planned for each topic. At the start of each topic Teacher's use diagnostic assessment to gather pupils knowledge and skills, this activity is revisited at the end of the topic to record the progression in their knowledge. Reports to parents are completed during the academic year when indicators are made to the individual's progress in this area of the curriculum.

Monitoring

Geography will be monitored by the Geography Coordinator who will be responsible for gathering samples of curriculum work and other appropriate additional evidence. Geography books will be monitored to ensure that the key skills are being taught.

Review

The implementation of this document will be monitored by the Geography Coordinator and Senior Leadership Team (SLT) and will be updated in line with new initiatives. This document will be reviewed in October 2023.