



Milecastle Primary School

Geography Policy

April 2017



MILECASTLE PRIMARY SCHOOL

GEOGRAPHY POLICY

INTRODUCTION

Geography extends young people's awareness and experience of their location and their understanding of space and relative distance. It develops consciousness of the massive diversity and interdependency of environments and cultures.

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

Geography is an area of study which has strong links to other curriculum areas, including maths, literacy, science, ICT and PSHE.

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.

GUIDELINES

EYFS

In EYFS children's early geography understanding and skills are developed through their experiences in Knowledge and Understanding of the World. Activities are based on first hand experiences which provide opportunities for children to explore, make decisions, discuss and find out about people, events and the world around them.

'Children know about similarities and differences in relation to places..... They talk about the features of their own immediate environment and how environments might vary from one another.'

KS1 AND KS2

In Key Stage 1 and 2, pupils study geography under four strands:

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

KEY STAGE 1

Pupils will be taught to:

Locational 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 [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 will 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 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, 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.

RECORDING AND MONITORING

Geography work will be recorded in many different ways depending on the work completed. Oral and written feedback on work will follow school's marking policy. Standards of written presentation should match those of work in literacy. Photographs are also used as evidence of children completing geography work and class blogs and the website will show learning experiences and educational visits.

RESOURCES AND ARTEFACTS

Across the school children will be taught and encouraged to use different sources of information and representations including documents, printed sources, the internet, databases, pictures and photographs, maps and visits to museums, galleries and sites. The '360 Zone' is used wherever possible to enhance teaching and learning.

Year group appropriate topic boxes are supplemented by loans from Tyne and Wear Museums Service and other sources.

EDUCATIONAL VISITS AND VISITING EXPERTS

Where appropriate, educational visits and visitors with a particular expertise will be arranged to support and enhance teaching and learning. Staff will make the decision about the timing of the visit e.g. start, middle or conclusion of the topic. Party leaders should follow the guidelines from the Educational Visits Policy when arranging any visit. All educational visits will be followed up and form part of the children's learning.

CONCLUSION

Children will develop geographical skills, an awareness of their locality and the wider world and how human and physical processes impact upon the environment.