



# Monkhouse Primary School

## Policy for Geography

“Geography is just physics slowed down, with a couple of trees stuck in it.”  
- Terry Pratchett

### Rationale:

Geography teaches children about the world they live in and their place in this world; through geography we teach children to enquire and analyse their world and their impact on it. Through this they develop their enquiry, interpretation, analysis and problem solving skills. The teaching of geography can equip pupils with the understanding and curiosity to ask questions and think critically about their world.

### Aims:

At Monkhouse we aim for the children to develop an understanding and curiosity of their world and the impact they have on it. Our aims take into account the National Curriculum for geography 2014

- For all pupils to develop their knowledge of people and places to understand physical and human aspects in geography in an investigative and exploratory manner.
- To study the local area and beyond to understand the social changes and impacts these have on our planet.
- To embed the ecological ethos and Green Flag status that our school has into our geography curriculum, where children learn about the impact humans have on the environment and current ecological issues.
- To explore human and physical geography in an investigative manner looking at features and changes over time through field and map work.
- To study topics which are underpinned through the use of atlases, maps, ipads and the internet to explore and learn about various subjects and their processes.

### Curriculum

#### Foundation Stage

geography is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about the local area and its features. In the Foundation stage geography makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as exploring maps, looking at and identifying countries and exploring different geographical features through play.

#### 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 about:

- 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
- 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
- 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
- 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 about:

- 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)
- 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
- 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

- 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 of Geography**

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. As per the school's policy for writing, once a unit of work the children will record in an extended piece of writing. These may include written or verbal reports, charts, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going Geography work, including photographic evidence of displays, presentations, visitors and visits out of school.

### **Teaching and Learning**

At Monkhouse we use a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography and we use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

They are engaged into the topic and relate this to real life concepts;

They have opportunities to explore their local area;

They explore and analyse geographical features;

They have the opportunity to utilise different forms of mapping;

They have the opportunity to utilise ICT and primary research tools;

They undertake fieldwork to analyse changes and to interview or survey people;

They are provided with opportunities to work independently or collaboratively, to ask as well as answer geographical questions.

### **Progression**

The activities in geography build upon the prior learning of the children. Within our scheme of work, learning activities are in sequence to ensure continuity and progression. We are currently working in conjunction with local schools to create assessment criteria which will ensure progression through the skills of the new Primary Curriculum. These will be introduced to the school in the academic year 2015-2016

### **Assessment and Recording**

At Monkhouse, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy. Once in a unit of work the children will receive a quality mark highlighting where the children have been successful in meeting the learning intention and an area for further development or challenge.

All children receive a written report on their progress in geography as part of their annual report to parents in the Summer Term.

### **Differentiation**

At Monkhouse 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress. We use a range of strategies to support pupils. A few of these, particularly relevant to geography are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

### **Gifted and Talented**

Teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts. At Monkhouse we encourage Greater independence in working, e.g We avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

### **ICT**

ICT is used in a range of forms to enhance the geography curriculum. Children use ICT to research, record and present information in digital forms (Picollage, Twitter, Sphere, Google maps, Distance Measure). As part of our commitment to incorporate ICT across the curriculum we are working to develop our use of Ipads and flipped learning to introduce to the curriculum in the academic year 2015-2016. This element of the policy will be updated.

### **Literacy**

At Monkhouse we are committed to developing children's literacy skills through other areas of the curriculum. When they record their work through writing, a wide range of genre is used (information texts, instructional texts, discussion texts, persuasive texts, explanation texts.) Once in a unit off work children record their work in an extended piece of writing.

### **Maths**

Children's learning and progress in many subjects often depends on what they know and understand and can do in mathematics.

At the same time, these subjects provide a rich source of stimulus and motivation for pupils improving their mathematics skills.

At Monkhouse we provide opportunities for children to develop and apply their Maths skills through activities such as:

Using graphs to present and interpret data

Calculating lengths of rivers or areas of countries

Ordering and analysing the size of countries and continents