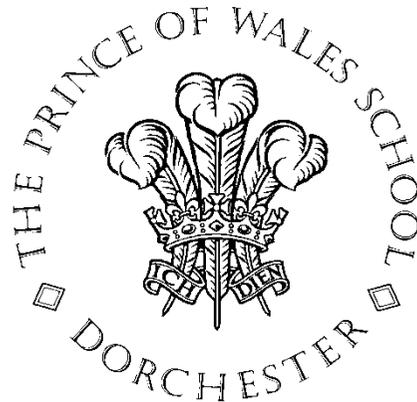


Policy for Geography



December 2014

What on earth is GEOGRAPHY all about?

“Geography helps people to make sense of the fast changing, highly interconnected and interdependent world in which they live.”

At the Prince of World School we believe that The Spirit and Purpose of Geography includes:

- People
- Places
- The interaction between people and places

and helps children to understand our place in the world and make sense of our immediate locality.

Geography includes the study of human and physical processes and patterns and how these affect our environment which is subject to constant change. We believe that through Geography children learn about a range of important issues such as environmental change, the impact of humans on the natural world, climate change and conservation. Geography is a key component in our Curriculum Drivers, through our focus on Eco Schools (global citizenship, biodiversity, travel, energy, water and waste management) and also through our belief in the importance of taking children out of school to learn from their immediate locality and beyond.

The purpose of study of geography as set out in the 2014 National curriculum is as follows:

“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 environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

Aims

Our choices of programmes of study for geography aim to ensure that all pupils:

1. Develop knowledge of the location of places of personal and global significance, their defining physical and human characteristics and how they relate to one another: this place knowledge should provide a sound context for understanding geographical processes.
2. 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.
3. 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, globes, aerial photographs and Geographical Information Systems
 - Communicate geographical information in a variety of ways, including through maps and writing at length
 - Understand the similarities and differences (diversity) between places
 - Understand the hierarchy of place:

Locality: Dorchester

Sub region: South Dorset Ridgeway

Region: Dorset and the South West of England

Country: England, UK

Continent: Europe

Intellectual progression through the Geography National Curriculum:

Reception and Year 1:

Recognise, identify, respond to simple questions, express ideas and views

Year 1 and 2:

Observe, describe, undertake simple geographical tasks, select information, use simple vocabulary

Year 2 and 3:

Compare and contrast, offer reasons, communicate views and opinions clearly, use appropriate geographical vocabulary, use basic geographical skills

Year 4:

Use a range of geographical skills, use primary and secondary evidence to answer an enquiry, explain, use more specialised geographical vocabulary, explain, suggest enquiry questions and investigate them

Cross-curricular links

Geographical investigation at our school supports the development, enhancement and application of:

English skills: reading, writing, speaking & listening

Mathematical skills: investigating and collating data

ICT skills

Science knowledge and skills

Spiritual, moral, social and cultural development

Eco Schools

Rights Respecting Schools

Programmes of study

Units of work have been selected in partnership with colleagues from our local middle schools to ensure coverage of the full Key Stage 2 curriculum.

Some of our units have been selected to be whole school or part school topics

All of these units of work are short, focused mini topics to allow for time for other subjects. They can be delivered in at the most 6 weeks of work allocating one afternoon per week.

Key Stage 1 GEOGRAPHY

	Reception	Year 1	Year 2
Autumn 1	<p>Farm to Fork: Where does our food come from?</p> <p>Fairtrade: fruit from around the world</p>	<p>Farm to Fork: Where does our food come from?</p> <p>Milk, cheese, butter, yoghurt</p> <p>Fairtrade Bananas</p>	<p>Farm to Fork: Where does our food come from?</p> <p>Lamb, beef, pork & bacon</p> <p>Fairtrade Chocolate</p> <p>India: Right to nutritious food!</p>
Autumn 2	<p>India: Right to water and farming</p>	<p>Welcome to Dorchester, Jolly Postman (Devon)</p> <p>India: Right to a home</p>	<p>Welcome to the UK, incorporating Street Detectives, including a link with history as all the street names on Castle Park are linked with Romans and Celts. Also incorporates:</p> <p>Katie Morag's Real Hebridean Island and The Lighthouse Keeper's Lunch (Devon)</p>
Spring 1	<p>Chinese New Year</p> <p>The Gambia (Devon)</p>	<p>The Gambia (Devon)</p>	<p>The Gambia (Devon)</p>
Spring 2	<p>Sea Turtles (Devon)</p>	<p>India: Indian farm animals</p>	<p>Sea Turtles (Devon)</p> <p>India: family Smallholding</p>
Summer 1	<p>The Seaside</p>		
Summer 2	<p>India: Children's artefacts</p>		<p>Fossils and the Jurassic Coast</p>

Key Stage 2 Geography

	Year 3	Year 4
Autumn 1 & 2	<p>Farm to Fork: Where does our food come from? Journey of our breakfast</p> <p>Ships & Seafarers (Welcome to the world!)</p> <p>See unit of work in history which is a cross curricular topic.</p> <p>See unit of work in history which is a cross-curricular topic on the South Dorset Ridgway (AONB)</p>	<p>Farm to Fork! Fish and chips</p>
Spring 1	<p>Mapwork</p>	<p>The Gambia</p> <p>(Devon)</p> <p>Welcome to Europe! :</p> <p>London, incorporating "Where is the most famous river meander in the world?" (Devon)</p> <p>Paris: let's plan a holiday; cafes, the Louvre, Eiffel Tower, La Seine</p> <p>The culture of Seville and Warsaw</p> <p>Where does our food come from in Europe?</p>

Spring 2		Sea Turtles (Devon)
Summer 1	Rainforests	Coastal Conflicts (Devon)
Summer 2	What is a river? (Devon)The Gambia (Devon)	Poole Harbour & Climate Change (Devon)
Each term	India: Right to play, Rice farming, Indian schools	India: Right to participation, Farming in Silvepura, Indian schools

Some explanatory notes:

1. Physical process: for example, weather, erosion of sea and rivers, tectonic process such as earthquakes and volcanoes. These can be large scale eg the creation of the Jurassic Coast or small scale, eg impact of flooding
2. Human process: such as dropping litter, building houses, going on holidaying, quarrying, deforestation, new roads and railways
3. Interactions between human and physical processes: for example, how tourism affects habitats of sea turtles, how global warming affects polar ice caps, how building new houses affects other aspects of life in Dorchester
4. Location of places can be personally significant for young geographers for example, my house, the shops I go to, grandma's street
5. Location of places can be globally significant for example, learning about the Amazonian rainforest.

6. Topicality: we need to take advantage of events that happen locally, nationally and internationally, eg a proposal to build new houses on Thomas Hardy field, the proposals about HS2, a typhoon in the Philippines
7. The significance of the location of the British Isles in relation to surrounding nations, seas and oceans. The impact of location on for example seasonal weather variations and processes and the impact on the jobs people do. Warm, moist air from the North Atlantic meets cold, dry air from Europe.
8. Spatial variation: the differences between for example Maiden Castle Farm and a farm in the highlands of Scotland
9. Change over time and how this affects the way we live: for example, most manufactured goods and lots of food now comes to us from overseas. Fairtrade.
10. Fieldwork is statutory in geography and taking children out to experience their locality and sub region is one of our key curriculum drivers.
11. Sources of geographical information: internet sites, Espresso News, parish magazines, newspapers, travel accounts, holiday diaries, works of art, travel brochures, timetables, pictures, photographs.
12. Lots of story books for young children are an excellent source of geographical content and vocabulary and issues.
13. Geographical Information Systems (GIS): Meteorological Office weather systems, www.geograph.org.uk, Google Earth, Google and Bing maps, www.neighbourhood.statistics.gov.uk. Digimap is a particularly excellent GIS for primary children.