

Newchurch Community Primary

Policy Geography

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Jessica Toone

Linked Policies

Equal Opportunities
PSHE
Racial Equality
Internet Access
Environmental Education

Next Review: November 2020



Statement of Commitment

The staff and governors of Newchurch Community Primary School are committed to teaching the requirements of the National Curriculum (2014) in Geography in a manner that develops each child's natural interest in their surroundings and the wider world. In developing this knowledge and understanding, all at Newchurch are keen to teach children that they share with others the responsibility of caring for the environment.

Aims

In teaching Geography, we aim that all children will:

- 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

Early Years Foundation Stage

Children are introduced to the study of Geography through the specific area titled 'Understanding the World'.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Curriculum

The requirements of the National Curriculum (2014) are met through a series of geographical units to ensure progression of skills over each key stage (see curriculum overview). Children are expected

acquire age appropriate skills and knowledge in order to fulfil the requirements of the Key Stage One and Two Geography curriculum. Activities to enrich the curriculum may include a visit to a local wood, visits and visitors, theme days etc.

Key Stage 1

As stated in the National Curriculum (2014), children at Newchurch develop knowledge about the world, the United Kingdom and their locality. They learn to 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 are 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

In Key Stage Two at Newchurch, children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children are 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

Resources

Resources for particular units of work are developed by teachers. Wherever possible visual resources are used for their impact and ICT plays an important role. Additional resources are available via the Geographical Association subscription. Working walls are used in the classroom to promote an awareness of subject specific vocabulary and to emphasise the skills being taught.

Equal Opportunities

All pupils are given full and equal access to the Geography curriculum. Teachers do, however, plan differentiated work and / or differentiated outcomes for tasks. This differentiation may also be by level of support or method of recording.

Particular attention is given to including children with special needs in residential trips. Parents are fully involved in the consultation process that aims to ensure that preparations for such activities allay any concerns and thus facilitate the pupil's ability to learn.

Health and Safety

When organising field work or educational trips, staff complete appropriate risk assessments; an adequate ratio of adults to pupils is included.

Racial Equality and Multicultural Perspective

Care is taken to avoid the stereotyping of peoples or countries. Examples of such bias (for examples in texts) are also discussed with the older children. This is seen as particularly important in the study of less developed countries or continents. To create a fairer, more realistic view, the dependence of such localities on the developed world is balanced against, for example, our country's need to import many resources from the less developed world.

In further links with Citizenship, pupils are introduced to the notion of the Global Village; in this way they may realise how fortunate we are that the unequal distribution of world resources favours us so much. Similarly the concept of Fair Trade is discussed.

Through links with Art, Dance and Music, appropriate (pupil) age-related language is used to show how all countries have made positive contributions to world culture. People are, therefore, more readily seen as equal and inter-dependent in many ways.

Assessment

EYFS:

Each child's level of development must be assessed against the early learning goals for Understanding of the World. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Other year groups complete a pre- and post task to assess their prior knowledge and assess each child's progress over the unit. Subject trackers are used to assess the children against the age

related skills and knowledge stated in the KLIPS document. Teachers are expected to update these termly and share with the subject leader for analysis to inform action planning.

Monitoring of Standards

The subject leader examines teachers' termly planning to monitor the range of provision against expectations. Children's work is also monitored and pupil conferencing will occur to hear the pupil voice.

The link governor for Geography will monitor the provision, progress and attainment in Geography.