



**GREAT FINBOROUGH  
CHURCH PRIMARY**

# Geography Policy

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# Great Finborough Church Primary School

## Geography Policy

### **Purpose of study**

At Great Finborough Primary we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We equip children with a range of skills, enabling them to use a variety of sources to find out about, analyse, compare and communicate their understanding of places. We teach children about a wide range of places, people and environments and study the key physical and human features of the Earth. 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 and use of landscapes and environments.

### **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

*Source – national Curriculum 2014*

In both key stages Geography is often taught in half term blocks which are alternated with History.

### **In Key Stage One, pupils are taught to:**

- 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:
  1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

2. 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.

Further details of the breadth of study and skills to be taught are outlined in National Curriculum 2014.

Geography is usually taught through the vehicle of a class topic, often linked to literacy, enabling children to practise their developing literacy skills and understanding of genre within the geographical context under study. This cross curricular approach enables children to consolidate their understanding of geographical concepts and to express these in a variety of ways, such as letters, postcards, lists, stories and recounts.

IT is used widely in this subject as a powerful teaching tool to bring the 'world into the classroom' through the use of the internet.

### **In Key Stage Two, pupils are taught to:**

- 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:
  1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  2. 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.

In Key Stage Two Geography is usually, but not always taught through the vehicle of a cross curricular topic. The breadth of study listed above represents the minimum coverage and teachers will incorporate other aspects of Geography to suit the needs and interests of the children they teach.

Teachers consult a school skills list to ensure while delivering the content detailed in the national curriculum, they are also planning for and assessing the progression of geographical skills.

### **Inclusion:**

Through careful planning, differentiation of learning activities, resources and recording opportunities we ensure that all pupils are able to access the Geography curriculum in school at an appropriate level.

### **Monitoring and assessment:**

The progression of skill and acquirement of knowledge is assessed continuously by teachers through their observations and questioning of pupils and through the children's recorded work. Staff use the document 'Key indicators of Progress' by Chris Quigley to moderate their judgements regarding the level of children's recorded work.

### **Subject Monitoring**

Standards, progress, resourcing and staff training are monitored by the subject leader, overseen by the Headteacher. This is achieved by the analysis of the whole school tracking system, discussions with staff and pupils and scrutiny of pupils' work.

### **Review**

Policy to be reviewed as required.

Susan Baldry