

GPS GEOGRAPHY POLICY



1. Introduction

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It explores the relationship between the earth and its people through the study of places, space and environment. Geography helps children to make sense of their surroundings and the wider world, and the interdependence of individuals, groups and nations.

2. Aims

Through the teaching of Geography we aim to:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth.
- Foster children's sense of awe and wonder at the beauty of the world around them
- Help children to develop an informed concern about the quality of the environment and thereby enhance their sense of responsibility of the care of the Earth and its peoples.
- Develop the skills of research, investigation, analysis and problem solving.
- Give the children an appreciation of life in other cultures

3. Whole School Organisation and Management

(i) Planning

Geography in the Foundation Stage will develop concepts and skills through the Early Learning Goals (see separate EYFS Policy). At Key Stage 1 and Key Stage 2 Geography is taught using the National Curriculum Programmes of Study and is organised into topics. Each year group will be taught locational knowledge, human skills and geography, use of basic geographical vocabulary, geographical skills and fieldwork. The children will:

- Develop a contextual knowledge of the location of globally significant places – both terrestrial and marine.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are linked and how they bring about change over time.

The children will become competent in the skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS).
- Communicate Geographical information in a variety of ways (through maps, numerical and quantitative skills and writing at length).

In following the National Curriculum Programmes of Study our pupils will be taught:

Key Stage 1

- **Locational Knowledge:** Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.
- **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

- **Human and Physical Geography:** identify seasonal and weather patterns in the UK 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to city, town, village, factory, farm, house, office, port, harbour and shop.
- **Skills and Fieldwork:** Use world maps, atlases and globes; use simple compass directions; use aerial photographs, construct simple maps and undertake simple fieldwork within the school locality

Year 1

- **Locational Knowledge:** Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas
- **Place Knowledge:** Features of hot and cold places
- **Human and Physical Geography:** Know which is hottest and coldest seasons in UK, know and recognise main weather symbols and know the differences between city, town and village.
- **Skills and Fieldwork:** Know where the equator, North Pole and South Pole are on a globe; know which is N,E,S and W on a compass and know their address including postcode

Year 2

- **Locational Knowledge:** Name, locate and identify the seven continents of the world and know the names of and locate the five oceans of the world
- **Place Knowledge:** Know the main differences between a place in England and that of a small place in a non-European country
- **Human and Physical Geography:** identify a range of physical features; know advantages and disadvantages of living in a city or village and physical features of own locality.
- **Skills and Fieldwork:** Know and use a range of terminology

Key Stage 2

- **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 UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and 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. Describe and understand key aspects of 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
- **Skills and Fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate the countries and describe features studied. Use the eight points of a compass, four and six-figure references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.

Year 3

- **Locational Knowledge:** Know the names of and locate at least eight counties and at least six cities in England
- **Place Knowledge:** Know at least five differences between living in the UK and a Mediterranean country

- **Human and Physical Geography:** Know why most cities are located by a river
- **Skills and Fieldwork:** Use maps to locate capital cities within the UK; know and name the eight points of a compass and know how to plan a journey within the UK, using a road map

Year 4

- **Locational Knowledge:** Know the four countries from the southern hemisphere and the four from the Northern hemisphere. Know the names of, and locate, a number of South American countries. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what's meant by the term 'tropics'
- **Human and Physical Geography:** Label the layers of a rainforest and know what deforestation is. Know what is meant by biomes and the features of a biome. Know the names and locate some of the world's deserts.
- **Skills and Fieldwork:** Use maps and atlases to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. Identify and name the Arctic and Antarctic circles. Know how to use graphs to record features such as temperature, rainfall or climate across a locality.

Year 5

- **Locational Knowledge:** Know the names of, and locate, a number of North American countries. Know the names of and locate at least 8 major capital cities across North America. Know about time zones and work out differences. Know and locate the main rivers in the UK
- **Place Knowledge:** Know key differences between living in the UK and in a country in North America
- **Human and Physical Geography:** Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Explain the features of the water cycle. Know main human and physical differences between developed and developing countries.
- **Skills and Fieldwork:** Know how to use and interpret graphs to record features such as temperature, rainfall or climate across North America. Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

Year 6

- **Locational Knowledge:** Know the names of and locate at least eight European countries. Know the names of and locate at least eight major capital cities across the world. Know where the main mountain regions are in the UK.
- **Human and Physical Geography:** Know what causes an earthquake. Label the parts of a volcano. Know the names of a number of the world's highest mountains. Know why industrial areas and ports are important.
- **Skills and Fieldwork:** Know how to use six-figure grid references. Know what most of the Ordnance Survey symbols stand for.

(ii) Time Allocation

Though there are no statutory regulations on time allocations, Geography is taught for about one hour each week. As Geography is taught through topic work, this time can be blocked if required to cover fewer but longer sessions. Our teachers create opportunities to skillfully link Geography to other subjects (e.g. Literacy, History, Art etc) in ways that still ensure that Geographical skills and knowledge are being taught.

(iii) Assessment

- Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and written work.
- Foundation Stage pupils will be assessed in line with the Early Learning Goals

- Geography provision will have clearly defined learning objectives, shown on the planning sheets, and these are shared with children as part of assessment for learning.

(iv) Continuity and Progression

We draw upon the National Curriculum, and upon our Long & Medium Term Planning, to ensure that skills and knowledge are built upon in a progressive way. Discussion between teachers informally, and in KS and Staff meetings, and the passing on of information at the end of the year, ensures cohesion, both within year groups and between year groups.

(v) Cross Curricular Links

Geography will be taught through themes, with cross-curricular links used including English, Art, DT and drama and other activities or events (visits to geographical places of interest, visits to museums and visitors in school). Sometimes Geography will be the 'lead subject' in a topic, and sometimes the support subject. Within this approach, the teaching of geographical knowledge & skills is prioritised.

(vi) Reporting to Parents

Children's work and achievements are reported through the end of year Pupil Report. In addition, teachers will use their own professional judgment to notify parents of any concerns &/or achievements as they see fit.

4. Lesson Management and Organisation of Teaching

(i) Planning

- Long term plans show the national curriculum coverage at KS1 and KS2
- Medium term planning involves planning for a topic or theme over a term. This shows the key Geographical skills & knowledge that the children will be taught in that half-term or term.
- Short Term plans are the weekly planning and this includes a section for the objectives/skills/knowledge being taught, details of the activity and the success criteria. The teacher then evaluates the lesson against the success criteria.

(ii) Special Educational Needs

Provision will be made for pupils with SEND, where this affects their ability to participate and achieve in a Geography lesson. The curriculum will be differentiated through the use of pupil groupings, tasks, questions, support, adapted equipment etc. Children may need the support of a teaching assistant to help them access the Curriculum at times, such as field study activities.

(iii) Differentiation

At GPS we teach Geography to all children, whatever their ability, to enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. In Geography, differentiation can be by outcome, task or intervention. Strategies include:

- pupil groupings, e.g. ability or mixed ability, or group, paired or individual activities
- resources, e.g. different equipment for different levels of ability
- pupil activity: different group tasks, different roles and responsibilities, breaking work into smaller steps, different allocations of time, variations of pace within the lesson to match ability.

(iv) Equal Opportunities

Provision for Geography is in line with all of our policies. All children have equal access to the Geography curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually.

(v) Health and Safety

All teachers are responsible for safety in their own lessons, in line with the school's Health and Safety policy. For any visits, risks assessments are completed and are evaluated after the visit.

5. The Role of the Geography Coordinator

(i) Overall Duties

The Geography co-coordinator is responsible for the monitoring and implementation of the Geography Curriculum, and the management of Geography resources, as follows:

- take a lead in policy and planning development designed to ensure progression and continuity throughout the school
- monitor progress in Geography and advise the Headteacher on any action needed
- support colleagues in their development of detailed work plans and the implementation of the scheme of work and in assessment and record keeping activities
- take responsibility for the purchase and organisation of central resources
- keep up to date with developments in Geography & disseminate this information to colleagues.

(ii) Monitoring

Monitoring of the curriculum is through scrutiny of planning and through discussion in staff and key stage meetings. For all Core Subjects, and for Foundation Subjects which are 'in-focus', the Coordinator is provided with non-contact time, some of which will be used in observing teaching and learning. For subjects which are not 'in-focus' in a particular term, where no non-contact-time is available, there is still an expectation that the Coordinator will actively maintain the subject, using an appropriate amount of directed time to do this. A short annual account of progress is produced by the Coordinator.

(iii) Organisation of Resources

- Each class teacher has resources stored in the classroom which matches the areas of the curriculum they are teaching. Teachers can also use the Sunderland library service to borrow books and artefacts relevant to the topic.
- There is a central store of UK and World atlases in the KS2 corridor. The subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

6. Additional Information appropriate to this Curriculum Area

Current Priorities in developing this area of the Curriculum:

- Reviewing of geography medium term planning to establish that the correct knowledge and skills are being taught and ensuring that all the areas of the curriculum are being covered.
- Monitoring – evidence of a range of written and practical activities, discussions with children. Establish to see how links are being made in Maths, Literacy and other subject areas.
- Develop an accurate picture of which areas of geography staff feel the most or least confident in teaching, and seek appropriate CPD.
- Audit of resources to check that they are suitable for the geography curriculum.

- Policy reviewed & updated: June 2020
- Next Review: Summer 2022

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