

WHITEHILLS PRIMARY SCHOOL

"...putting children first..."



GEOGRAPHY POLICY

Date reviewed: March 2021

Reviewed by: Sophie Healy

Ratified by Governors: March 2021

Introduction

This policy outlines the teaching, organisation and management of the geography taught and learnt at Whitehills Primary School. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

We teach geography in order to inspire children to think about their place in the world, their values, their rights and their responsibilities towards other people. We also aim to increase their understanding of the environment and their impact upon it.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography encourages children to learn through experience particularly through fieldwork and practical activities.

Aims and Objectives

Through the teaching of Geography we aim to:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet and understand how we may help to reduce further damage.
- Enhance children's sense of responsibility of the earth and all its inhabitants.
- Teach the skills and knowledge necessary to develop children as geographers.
- Encourage learning through enquiry-based projects, interaction with the local environment and lessons in order to develop children's independent research skills.
- Help children understand how to use a map in a variety of different contexts.

Implementation

Elements of *Geography* are delivered to the Early Years Foundation Stage children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into the termly teaching.

In KS1 & KS2 *Geography* is taught through planning linked to the National Curriculum 2014-15. Some elements of *Geography* are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to 'Knowledge and Understanding of the World'. The *Geography* curriculum has also been adapted to ensure there is progression from each year group. There is an implementation document and progression map which staff use to support their planning.

Expectations and Key Skills taught:

The four main areas of *Geography* are taught in each Year group throughout the year. These are: -

Location knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

The progression map shows how these skills are taught across the school and how each year builds on previous learning.

Whole School Map

As a school Geography has been updated as a subject and a progression map document has been created to ensure children's geographical skills are built on each year. Below is an example of the progression map which teachers use to support with planning and assessment of the subject.

Locational Knowledge

KS1		Lower KS2		KS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to understand that places are linked together e.g. roads, trains	To be able to name the World's 7 continents	To be able to use maps to locate continents and countries with some support	To be able to independently use maps to locate countries, continents, oceans and seas	To be able to use maps to locate continents	To be able to independently use maps to name and locate continents, countries, major cities, oceans and seas
To be able to name some of the World's seven continents and five oceans	To be able to name the World's 5 oceans	To be able to name some countries and cities in the UK	To be able to describe physical and human characteristics of places in the World	To be able to use maps to name and locate major countries and cities	To be able to describe physical and human characteristics of continents
To be able to name some of the four countries and capital cities of the UK	To be able to name and locate the four countries and capital cities of the UK.	To be able to describe some geographical features of the UK	To be able to name and locate countries and cities in the UK	To be able to name some countries and cities in the UK	To be able to describe the changing geographical features of the UK
To know some characteristics of the four countries and capital cities of the UK.	To be able to name and locate the surrounding seas of the UK.	To be able to describe physical features of the UK	To be able to describe some geographical features of the globe	To be able to describe some geographical features of the UK	To be able to describe the geographical features of the UK including hills, mountains, coasts and rivers
	To be able to describe			To be able to describe some geographical features of the globe - latitude, longitude	

	<p>the main features of the four countries and capital cities of the UK.</p> <p>To be able to compare differences between countries and capital cities of the UK.</p>		<p>To be able to explain contrasting features between different areas.</p> <p><u>* NC recommends Europe (including Russia) and North and South America</u></p>	<p>To understand the world has different time zones</p> <p>Symphony assessment recommends coverage of: - Identifying the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, tropics of cancer and Capricorn, Arctic, and Antarctic circle, prime/Greenwich Meridian and different time zones</p>	<p>To be able to explain changes in geographical features over time</p> <p>To be able to explain contrasting features between countries and cities</p>
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Place Knowledge

KS1		Lower KS2		KS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know some facts about their locality.</p> <p>To know some facts about a small area outside their locality (e.g. UK or another country).</p> <p>To be able to make comparisons of physical features of a small area in the UK and a small area in a contrasting country *.</p> <p>To be able to make comparisons of human features of a small area in the UK and a small area in a contrasting country *.</p> <p><u>*NC recommends non-European country.</u></p>	<p>To be able to describe and explain the physical differences and similarities between a small area of the UK and a small area of a contrasting country *.</p> <p>To be able to describe and explain the human differences and similarities between a small area of the UK and a small area of a contrasting country *.</p> <p><u>*NC recommends non-European country.</u></p>	<p>To know some geographical facts about the UK</p> <p>To know some geographical facts about the world * NC recommends Europe (including Russia) and North and South America</p> <p>To be able to make comparisons of physical features of regions in different areas of the world</p> <p>To be able to make comparisons of human features of regions in different areas of the world</p>	<p>To be able to describe and explain the physical differences and similarities between contrasting regions</p> <p>To be able to describe and explain the human differences and similarities between contrasting regions</p> <p><u>* NC recommends Europe (including Russia) and North and South America</u></p>	<p>To be able to know some facts about different regions of the world</p> <p>To be able to make comparisons of physical features of regions around the world</p> <p>To be able to make comparisons of human features of regions around the world</p>	<p>To be able to describe and explain the physical differences and similarities between regions around the world</p> <p>To be able to describe and explain the human differences and similarities between regions around the world</p> <p>NC recommends UK, Europe and North and South America</p>

Human and Physical Geography

KS1		Lower KS2		KS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know the four seasons in the UK</p> <p>To know the word has hot and cold places</p> <p>To be able to name key features of their locality using geographical vocabulary e.g city, town, village, weather, hill river.</p>	<p>To be able to identify daily and seasonal weather patterns in the UK</p> <p>To be able to locate hot and cold areas of the World in relation to the Equator and North and South poles</p> <p>To be able to describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</p> <p>To be able to describe the key human features using geographical</p>	<p>To be able to name some different physical features and of specific places - related to the topics covered</p> <p>To be able to name some different human features and of specific places - related to the topics covered</p>	<p>To be able to explain why some physical features occur</p> <p>To be able to explain why some human features occur</p> <p>Physical features: - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle.</p> <p>Human features: - types of settlements and land use, economic activity including trade links and the distribution of natural resources.</p>	<p>To be able to name and describe a variety of different physical features</p> <p>To be able to name and describe a variety of different human features</p>	<p>To be able to explain why physical features occur</p> <p>To be able to explain why human features occur</p> <p>NC recommends - Physical features - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Human features - types of settlements and land use, economic activity including trade links and the distribution of natural resources.</p>

	<p>vocabulary including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To be able to explain weather patterns in the UK</p> <p>To be able to explain why some countries are hot and cold.</p> <p>To be able to explain why people live in different areas of the World.</p>				
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Geographical skills and field work

KS1		Lower KS2		KS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that places can be found using maps, globes and atlases	To be able to use World maps, atlases and globes to identify countries, continents and oceans.	To be able to use simple maps, atlases, globes and digital/computer mapping to locate countries with support.	To be able to use maps, atlases, globes and digital/computer mapping to locate countries	To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features with some support	To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe physical features independently
To be able to use positional language	To be able to use aerial photographs and plans to recognise landmarks	To be able to use simple grid references, basic keys and symbols	To be able to use 8 points of a compass and four-figure grid references for a purpose	To be able to use 8 points of a compass	To be able to use 8 points of a compass in different contexts
To be able to find familiar things/objects using aerial views	To be able to use simple fieldwork and observational skills to study their school and local area	To be able to use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features with support.	To be able to use grid references, keys and symbols to interpret a map	To be able to use grid references	To be able to use four and six figure grid references for a purpose
To be able to use a simple map and a key	To be able to independently choose appropriate resources to identify countries, continents and oceans	To be able to use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features with support.	To be able to use fieldwork techniques including sketch maps, plans and graphs and digital technologies to observe	To be able to use keys and symbols to interpret a map	To be able to use keys and symbols including Ordnance Survey maps as well as interpreting and explaining them.
To be able to comment on features of their school and local areas.	To be able to independently choose appropriate resources to identify countries, continents and oceans	To be able to use some fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features with support.	To be able to use fieldwork techniques including sketch maps, plans and graphs and digital technologies to observe	To be able to use keys and symbols to interpret a map	To be able to use keys and symbols including Ordnance Survey maps as well as interpreting and explaining them.
To be able to use compass directions - North, South, East and West	To be able to use compass	To be able to use a compass	To be able to use fieldwork techniques including sketch maps, plans and graphs and digital technologies to observe	To be able to use fieldwork techniques including sketch maps, plans and graphs, and digital technologies to observe, measure and record	To be able to use keys and symbols including Ordnance Survey maps as well as interpreting and explaining them.
To be able to devise a simple map with a key	To be able to use compass	To be able to use a compass	To be able to use fieldwork techniques including sketch maps, plans and graphs and digital technologies to observe	To be able to use fieldwork techniques including sketch maps, plans and graphs, and digital technologies to observe, measure and record	To be able to use keys and symbols including Ordnance Survey maps as well as interpreting and explaining them.

	<p>directions to explain positions of places</p> <p>To be able to devise and use a map with a key</p> <p>To be able to use a range of fieldwork techniques to study their school and local area.</p>	independently	<p>and record geographical features</p> <p>To be able to use maps in a range of different contexts</p>	geographical features with some support	<p>To be able to use fieldwork techniques including sketch maps, plans and graphs, and digital technologies to observe, measure and record geographical features independently</p>
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To overcome any potential barriers to learning in geography, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
- help in tasks that require extended writing to communicate their detailed ideas through alternative communication methods, such as the use of ICT or speech to allow pupils to demonstrate their understanding and to maintain their concentration and motivation
- non-visual means to access sources of information when undertaking geographical enquiry.

In assessment:

- when judgments are required, these should, where appropriate, allow for the provision above.

Marking

This is in line with the schools marking policy. It should be positive and consistent and provide next steps to improve geographical knowledge and understanding.

Assessment, Records and Monitoring

- Assessment is carried annually at the end of the academic year. Teachers assess against Symphony Age related attainment expectations, writing a child's initials against the expectation they have achieved.
- The Geography Coordinator observes and monitors lessons regularly and scrutinizes books and planning to ensure the quality of provision.

Arrangements for Review

This policy has been produced by the Geography Coordinator and agreed by staff and governors and is a reflection of the shared values of the staff. It will be implemented henceforth. It replaces the previous policy.

This policy will be reviewed in spring 2023

Dated policy reviewed: March 2021

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