



Regent Farm First School Geography Policy

Intent

We believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas, which can be used to promote children's spiritual, moral, social and cultural development along with our school values of collaboration, empathy, inspiration and excellence.

Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children, a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Through Geography we can develop thinking skills, improve literacy, numeracy and ICT as well as encouraging our children to become active global citizens.

Implementation

Our Geography curriculum and lessons will be highly effective by ensuring we implement Geography in the follow ways:

We will teach a rich variety of topics and issues and use this teaching to encourage and enthuse our children. We will build on a wide range of geographical skills, including:

1. Geographical enquiry – children ask questions and collect information, express conclusions, arguments and develop a sense of curiosity of the world around them.
2. Fieldwork – giving children the chance to experience such things as landscape features, busy urban streets and explorations of their local environment. Giving pupils opportunities to develop subject knowledge, and gain a range of skills that are difficult to develop in the classroom alone.

3. Graphicacy – use of atlases and globes, (aerial) photographs, map work and ICT to select, interpret, investigate, refine and present information.
4. Geographical communication- use appropriate geographical vocabulary and conventions in both speech and writing.
5. The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.
6. Teachers within key stages plan together to create engaging and informative teaching and learning opportunities with consideration of prior learning and plan for progression in skills.

We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

Setting tasks which are open-ended and can have a variety of responses;

Setting tasks of increasing difficulty working towards a mastery of the curriculum;

Providing resources of different complexity, according to the ability of the child;

Using classroom assistants to support the work of individual children or groups of children.

In EYFS the children explore places, people, communities and their world through their work related to “Knowledge and Understanding of the World “. In KS1 and KS2 Geography is taught through planned links to the National Curriculum via our cross curricular topic work. The objectives have been split accordingly and the units covered by each year group can be found on the long- term progression document.

We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency, building on earlier experiences as they move through school.

Organisation

Within the academic year, children study geography within topic blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each topic. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

EYFS

Early Years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of

their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters Attainment targets.

Coverage

Key stage 1

Use simple compass directions.

Locate all the continents on a map.

Compare physical and human features, [Mercy School link](#).

Use basic geographical vocabulary. Refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.

Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.

Observe and record information about the local area.

Create memory maps to show the journey.

Study aerial photographs of the school.

Make simple maps. Create a map of the school/local area as a class. Pictorial evidence.

Year 2

Use maps and globes to locate the UK.

Identify the 4 countries and label the capital cities.

Explain the purpose of a capital city and form opinions on how this affects population size.

Compare two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions.

Study pictures of the localities in the past and in the present.

Express own views about a place, people and environment.

Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic.

Make predictions about where the hottest places in the world are?

Identify the equator and locate the places on the Equator which are the hottest.

Use basic geographical vocab to refer to key physical features.

Use basic geographical vocab to refer to key human features.

Study maps and aerial photographs and use simple compass directions

Draw own maps of the local area; use and construct basic symbols in a key.

Observe and record the features around the school.

Make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.

Year 3

Build on prior knowledge of UK regions by using maps to locate countries of Europe.

Study maps different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.

Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc).

Relate to UK landmarks.

Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.

Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines

and discuss the relationships between these and the countries.

Critically study photographs.

Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features.

Identify main trade and economy in Sicily and compare to region of the UK.

Look at settlements, particularly in relation to the volcanoes.

Analyse evidence and draw conclusions making comparisons between different locations.

Locate places in the world where volcanoes occur.

Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.

Draw diagrams, ask and answer questions about the effects of volcanoes.

Discuss how volcanoes affect human life e.g. settlements and spatial variation.

Research the stone age civilization, the iron age settlers and the Romans.

Relate land use and trade to settlements.

Use locational language to describe the location of points on a map of the school/local area.

Undertake environmental surveys of the school grounds

Use the school grounds to undertake weather surveys.

Make an aerial plan/map of the school.

Year 4

Identify the different hemispheres on a map.

Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

Locate and label different countries/continents in the Northern and Southern hemisphere.

Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.

Use and explain the term 'climate zone'.

Use maps to identify different climate zones.

Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.

Ask questions about global warming.

Explore the causes of global warming and research the implications.

Understand the term 'biome'.

Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest, make comparisons to life in the UK and consider how life in the UK may be similar.

Discuss how Africa may be linked to us e.g. trade. Fair Trade

Locate other rainforests using Google earth and maps, identifying patterns in their location.

Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.

Select items required to survive in Kenyan conditions.

Develop informed opinions about global warming in relation to the Africa and develop reasoned arguments about our role on the planet.

Design interesting and relevant studies that may help water purification in Africa.

Compare life in Africa with life in the UK.

Present views in a variety of ways regarding what they think life is like in Kenya. Read real accounts and compare / swap experiences

Use maps, globes and Google Earth to identify the continent of Africa. Looking at a map of climate zones

Compare and contrast two differing regions. South and West Africa

Children to make connections between Africa and the UK. Linked to Mercy School

Locate the mountain ranges, rivers and oceans. Egypt

Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Compare to trade links in Egypt / how do things travel to remote areas, the importance of the Nile.

Understand how geographical features are marked on a map.

Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.

Identify local features on a map and begin to experiment with four figure grid references.

Undertake surveys.

Conduct investigations.

Classify buildings.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

Teaching and Learning

When teaching Geography, we provide an opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role play and discussions as well as writing.

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The learning intention for each lesson is informed by the national

curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Teaching and learning in geography is supported by a wealth of resources, including specific online platforms. Outdoor learning is planned for and progressive throughout the school and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Geography is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The subject leader will keep samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year group.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Key geographical knowledge is taught to enable and promote the development of children's geographical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

- Using differentiated, open-ended questions that require children to explain and unpick their understanding.

- Providing effective feedback, including interactive marking, where appropriate, to engage children

with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

- Use of the 'what I know already, what I want to know and what I have learned'

strategy throughout a topic, alongside specific and measurable learning objectives for each lesson with child and teacher review of the agreed success criteria.

Resources

Geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of geography topic books to support children's individual research. Children can also use ICT resources, remotely enabling parents to become involved in their child's learning. In addition to this, class teachers develop a 'working wall' for each of the geography topics where books and other artefacts are displayed and easily accessible for children.

Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically for ease of access. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'Geography Key Knowledge and Skills Mapping' Document. These are also explicitly outlined on each topic overview, which makes explicit links to the national curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

Impact

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environment.

We want children to thoroughly enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. This will equip them to undertake new life experiences now and in the future. Crucially, the geography curriculum aims to engender the excitement, creativity and critical thinking about the world that will equip our children to make their own way in it.

Monitoring

Geography will be monitored by the Geography Co-ordinator who will also collect samples of evidence of the work being produced in each classroom. Geography books and planning will be monitored to ensure the subject is being taught effectively and that the children are making good progress.

Activities are carefully planned by the class teacher and differentiated, were appropriate for children with special educational needs and the more able. In line with our Equal Opportunities Policy. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Health and safety are paramount in all that we do. Risk assessments are undertaken for all activities whilst activities involving fieldwork or off-site visits comply with our Health and safety policy.

Geography Co-ordinator: Mrs Pack