

## **GEOGRAPHY POLICY- Oakhurst Community First School**

### **Rationale**

Geography is an essential part of the curriculum at Oakhurst and teachers ensure that the children develop their knowledge of Geographical enquiry, Physical Geography, Human Geography and Geographical Knowledge. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

### **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
- Enhance children's sense of responsibility for the care of the earth and its inhabitants
- Teach the skills and knowledge necessary to develop children as geographers
- Encourage learning through enquiry-based projects 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 Nursery and Reception children, through the Foundation Stage Curriculum (Understanding of the World) and are incorporated into the termly topics.

In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum 2014-15. These have been split according to year groups and the units covered by each year group can be found on the long-term plans. 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 'Understanding of the World'. All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

We develop the following skills, always building on earlier experiences through:

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the effect humans have on their environment

- Recognition of the need for protection and conservation of our planets fragile environment.
- Developing their knowledge of Geographical information sources.

## **Expectations**

Below is a list of skills children will develop in each Key Stage.

### **Key Stage 1**

#### **Location knowledge**

- 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

#### **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 (e.g. 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**

(Key Stage two curriculum continues into Middle School. Communication is made with West Moors Middle School to check coverage of the new curriculum and progression of skills)

### **Location 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 within 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 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.

The local Middle School is informed of what is covered in KS2 to ensure coverage and consistency.

## **Planning**

### **Long Term Planning**

The curriculum has been organized accordingly into 3 half term units for each year group, linked to the new National Curriculum 2014-15. There is a Curriculum Map for each year group to show what they are learning.

### **Medium Term Planning**

Using the new National Curriculum 2014-15, teachers plan their medium term plans by identifying the learning objectives for each unit and matching possible activities. Planning is saved online and can be accessed by computer or iPad.

## **Assessment and Monitoring**

The subject of Geography is monitored biannually by the subject coordinator (Alisa Watson), this is done with the Governor for that subject. Results are recorded and feedback is given to the Head teacher and a short summary to the whole staff. The Governor will report to CADCOM.

Class teachers also assess children's geographical skills through observation and discussion of their work. Learning Challenges are pinked where appropriate and this used to inform future planning. The children are also involved in self-evaluating their learning. Foundation subject assessments are carried out on SPTO. Areas of the National Curriculum are marked as 'achieved' or 'working towards'/'mostly achieved' if not achieved (to show coverage). Planning is changed accordingly.

## **Subject Development**

The Geography Co-ordinator is responsible for supporting colleagues in the teaching of Geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. The co-ordinator fulfils their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject.

## **Links to Eco awards and Rights Respecting School Award**

The teaching of Geography has been closely linked to the school's Ecological ethos. Oakhurst Community First has received the Unicef Right Respecting schools award and these values are incorporated into lessons.

## **Trips and Fieldwork**

It is preferable that children have opportunities to experience Geography in real places, so fieldwork is very much encouraged. These trips are risk assessed using the school's procedures.

## **Resources**

The resources for Geography topics are mainly based in the Resources Area near KS2. They are organised into topic boxes and include a variety of texts, photographs, posters, activity ideas and videos/dvds. Classes have many resources in topic boxes near their classrooms also to support the creative curriculum. Every classroom has a globe. Atlases are kept in the library.

## **Equal Opportunities and SEN**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children.

Policy reviewed June 2017 AW

### **Advancing Equality Of Opportunity**

This involves:

- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

Policy to be reviewed June 2019