

PURPOSE OF STUDY

Geography teaches an understanding of places and environments. 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. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

AIMS

The National Curriculum for Geography aims to ensure that all pupils:

- Gain knowledge and understanding of places in the world;
- Increase knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- Learn graphic skills, including how to use, draw and interpret maps;
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- Know about and begin to understand environmental problems at a local, regional and global level;
- Show commitment to sustainable development and an appreciation of what 'global citizenship' means;
- Develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way

SUBJECT CONTENT

KEY STAGE 1

Pupils should be 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: 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
- 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.

KEY STAGE 2

Pupils should be 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: 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

- 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.

TEACHING & LEARNING

At Woodstock CE Primary School we make Geography an enjoyable learning experience. We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we encourage the use of computers in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, for example researching a local environmental problem.

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

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Mixed groups and grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity depending on the ability of the child.

CURRICULUM PLANNING

Our school uses the National Curriculum in England 2014 Framework for Geography as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the Geography curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual Medium Term Plans. Long-term plans identify individual geography units taught across the year group phases and follow a two-year cycle. Geography is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

We teach geography in our Nursery and Reception classes as part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five.

SPECIAL EDUCATIONAL NEEDS

We teach Geography to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Geography topics can often heavily focus on people and their relationships, and as such, provide a fitting place to contribute to children's Spiritual, Moral, Social and Cultural development. In Geography lessons, children are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. At Woodstock CE Primary school we encourage children to enquire, consider and question in all geography lessons and beyond.

ASSESSMENT & RECORDING

Teachers assess children's work in Geography by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

A Geography Portfolio (Big Book) is kept to show evidence of the range of skills and progression across year groups, which individual class teachers are responsible for contributing to on a termly basis.

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in Geography. Teachers and phase teams work collaboratively to support each other in the teaching of Geography, understanding and applying current developments in the subject, and providing direction for the subject in the school. Team phases should evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Policy Adopted by the Governing Body:

September 2016

Review Date:

September 2019