

Beaufort Primary School
Geography Policy

Introduction

Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. High quality Geography teaching stimulates curiosity and imagination. We aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Aims

At Beaufort Primary School our intention is to provide quality teaching and learning of Geography. We aim:

- To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- To equip pupils with knowledge about diverse places, people, resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- To develop a growing knowledge about the world, to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To acquire geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features are shaped, interconnected and change over time.

Attitude and Skills

At Beaufort Primary School we aim to equip pupils with the geographical skills to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen pupil understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- ask questions and propose solutions to environmental problems.
- foster a sense of responsibility for the Earth and its resources.

The role of the Geography Coordinator is:

- To lead in the development, evaluation and amendment of schemes of work as necessary.
- To monitor and evaluate pupils' work, pupils' views about the subject, displays and teacher planning.
- To audit resources and order resources when required.
- To keep up to date with developments in Geography and disseminate information to the teaching staff in school.
- To lead staff meetings when required.
- To attend relevant in-service training.

Early Years Foundation Stage

Geography at Beaufort Primary School is taught within the Foundation Stage under the 'umbrella' of '**Understanding the world**'. Children are supported in developing their knowledge, skills and understanding that helps them to make sense of the world.

ELG 13 People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The National Curriculum 2014 Programme of study

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational 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 [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 extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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 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.

Recording of Geography

Pupils are encouraged to record their work using a variety of methods. These may include for example - written reports, maps, charts, diagrams, debates, role play, writing in characters, persuasive letters.

Planning

Thorough differentiated planning is undertaken by each year group or corridor for each Geography unit of study. However, within each class there will be a wide range of abilities and the class teacher has the discretion to differentiate or adapt the teaching and learning to meet the best needs of their children. Planning is monitored regularly and copies are available on the school server for the Geography Coordinator to access. In KS1 and 2 the main afternoon topic will have either a Geography or History focus, this is alternated termly. It is taught once a week as a minimum.

Developing the broader curriculum

To enrich our curriculum further, our pupils visit sites such as Cresswell Crags (caves), the National Farm Park and Drum Hill. Staff are also encouraged to make strong cross curricular links with other subjects within their planning. An example of this would be PSHE where children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. Through the teaching of Geography, pupils learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Pupils will also be taught the impact of **British values/ culture** upon the wider world and the subsequent impact (in line with the school's British values statement.)

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability

Differentiation-At our school we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that enable all pupils to make progress. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to Geography are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

Assessment

Children's progress should be monitored through observation and by using planning and learning objectives. End of term assessments are used to help validate teacher assessment. The Geography Co-ordinator will analyse assessment data and use this to identify relevant CPD and areas to develop. The assessment sheets will be used by teachers to inform future planning.

Marking

Marking and feedback to be in-line with the school Feedback and Marking policy.

Monitoring and evaluation

Geography will be monitored by the Geography Co-ordinator who will gather samples of pupils' work. Planning and book scrutinies alongside learning walks will enable the Geography Co-ordinator to monitor teaching and learning standards throughout the school.

Review date- Oct 2018