



GEOGRAPHY POLICY STATEMENT

We believe that the study of geography is concerned with people, place, space and the environment and explores the relationships between the earth and its peoples.

The study of geography helps our pupils to make sense of the world around them.

Geography is about developing in our pupils an awareness of our shared environment and a better understanding of physical and human conditions on the earth's surface.

We believe that geography is of direct relevance to the pupils in our school because it relates to many aspects of their own lives and the environment in which they live.

In the spirit of our School Mission Statement we intend to provide an education in geography to all pupils in our school in ways appropriate to their ages and abilities. The planned curriculum will fulfil and exceed the requirements laid down in the National Curriculum for Geography (2014).

Consistent with existing school policies on racism and sexism the geography curriculum will promote positive attitudes towards peoples of different races and cultures and promote equal opportunities.

AIMS AND OBJECTIVES OF GEOGRAPHY AT STOKES WOOD SCHOOL

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their 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 and writing at length.

CRITERIA FOR SUCCESS

We will have achieved our aims and objectives if by the end of Key Stage 1 most children are able to 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:

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

Pupils will 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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.

Nov 2018

- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography- KEY STAGE 1

- **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

Nov 2018

- 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.

Geography Topics

Year 1	Year 2
Food around the world	Links to the community- name, locate & identify 4 countries and capital cities of UK- daily weather.
Locational knowledge and Place- Compare UK and India?	Climates
Geographical skills and field work- school grounds.	Fins, Furs and Feathers

Geography- KEY STAGE 2

- **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.

Geography Topics

Year 3	Year 4	Year 5	Year 6
Weather & Climate zones	Atlas and Map work	Atlas and Map work	Atlas and Map work
Fieldwork and mapping linked to Stone Age.	Study place in UK compared to European Country	Volcanos/ Mountains and Earthquakes	Rivers& Water cycle
City and Village Comparison	Locational knowledge-locate worlds countries.		Study place in UK compared to North/South America.

PLANNING

Geography will be taught through planned cross-curricular topics whenever that is appropriate.

VALUES AND ATTITUDES

Children:

- work with others, listen to each other’s ideas, and treat them with respect;
- have opportunities to consider their own attitudes and values, and those of other people;
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;
- develop a respect for the environment and be encouraged to evaluate their own and others’ effect or impact on it.

PROMOTING 'CITIZENSHIP' THROUGH GEOGRAPHY

Geography can play a significant part in promoting citizenship through, for example:

- developing pupils' knowledge and understanding of the institutions and systems that influence their lives and communities, and how to participate in decision making, for example, in relation to a local planning issue
- providing opportunities for pupils to reflect upon and discuss topical social, environmental, economic and political issues
- developing pupils' knowledge and understanding about diverse national, regional, religious and ethnic identities in the United Kingdom
- developing pupils' understanding of the world as a global community and the issues and challenges of global interdependence and responsibility.
- Developing pupils' understanding of the increasing importance of sustainability in a world where existing resources are limited.

TEACHING AND LEARNING

Much of the pupils' work will be based on direct experience, practical activities and fieldwork in the locality of the school and further a field.

Activities will be enquiry based and relate to the pupils' own experiences and knowledge of the world.

Up-to-date accurate visual materials and ICT will support the children's learning.

Progression will be planned for through an increasing range and use of geographical skills.

The children will be taught to use their skills with increasing selectivity, accuracy and independence to extend their knowledge and understanding of places and themes at a widening range of scales and in contrasting contexts.

While learning about the interdependence of peoples at local and global levels the children will be encouraged to explore values and attitudes and develop an awareness of being part of a community in a multicultural pluralistic society.

Pupils will be given opportunities to consider what they may wish to do in their future lives through knowledge and investigation of adult roles and the provision of goods and services.

Investigation of the local area will help the children to appreciate their particular environment and become aware of wider issues.

The different learning needs of the children will be met through a range of strategies including stories, discussion, ICT, group work and individual activities so that each child is working at an appropriate level.

RESPONDING TO PUPILS' DIVERSE LEARNING NEEDS

Teachers should take specific action to respond to pupils' diverse needs:

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning

Examples for creating effective learning environments

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability

ASSESSMENT AND RECORDING

There will be many occasions on which children can show their knowledge and understanding and how they can use their developing skills in oral as well as written work.

Assessment for learning (AFL) opportunities are an integral part of the planning process. For example the children's progress can be noted during role-play, discussions, map making, craftwork and use of ICT etc., as well as in drawing and writing.

Each class teacher will keep individual records of children's progress in a manner that they find useful. Photographs and recordings (audio/visual) of the children's activities can be used to record achievement as well as folders and work books.

Each child's progress will be matched to the expectations of the 2014 National Curriculum and appropriate statement on Target Tracker.