



# **St John's C of E Primary Academy**

## **Geography Policy**

**Author:** Daniel Carlile  
**Date of issue:** March 2017  
**Review date:** March 2018

### **Key Personnel**

**Principal:** Sarah Cockshott

**Chair of Governors:** Fr Roger Gilbert

**St. John's C of E Primary Academy**  
**Geography Policy**

**PURPOSE OF STUDY**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**AIMS**

We aim to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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, numerical and quantitative skills and writing at length.

**ATTAINMENT TARGETS**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**SUBJECT CONTENT**

**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.

## **PROCEDURES**

### **CURRICULUM PLANNING**

The QCA scheme of work identifies opportunities for developing links with other areas of the curriculum, particularly literacy, numeracy and ICT.

The long term plans identify how the QCA teaching units have been distributed across the years of both key stages in a sequence that promotes continuity and progress in the children's learning. Geography does not appear in every term per year group, but balances over the year to meet statutory requirements.

Medium term planning sheets show the sequence of each unit of study, linked to the estimated time each unit will take to complete. The teaching objectives linked to the programme of study are identified on the long term planning grid.

Short term planning is the responsibility of the individual class teachers.

The geography co-ordinator evaluates the medium term plans in line with the Monitoring & Evaluation timetable, to ensure consistency and progression. The teaching of geography is under regular review as part of the ongoing school improvement plan.

Please see other key policies for information relating to issues such as: inclusion, assessment, SEN, recording and reporting.

### **Teaching Methods**

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another.

The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher
- Questions and answers
- Creative activities e.g. model making
- Individual and group enquiry
- Use of books, maps, atlases, ICT, videos and audiotapes
- Fieldwork
- Drama activities Pupils will work within a class group, cooperatively in small groups or individually. Geographical studies should be enquiry based and teachers should facilitate this. An enquiry may include:
  - Asking a question
  - Collecting relevant data from primary and secondary sources
  - Analysing and interpreting data
  - Presenting findings
  - Drawing conclusions and evaluating them

Fieldwork in the environment is a core component of the Geography curriculum.

### **Assessment and Recording**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress, which will form the basis of an annual written report to parents. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities

- Fieldwork
- Audio and video recording
- ICT materials e.g. emails, desk top publishing
- Models
- Photographs
- Comments from other people e.g. helpers on fieldwork

There is no statutory teacher assessment in KS1 and KS2 for Geography.

### **Cross Curricular Links**

Whenever possible and appropriate, cross curricular links should be identified. The theme 'Rivers' for example, lends itself to work on the water cycle in the Science curriculum, writing river poems in Literacy, exploring river movements in Dance lessons etc.

### **ICT Links**

ICT is a resource, which is planned for and used in Geography for:

- Written work
- Illustrations
- Handling information
- Directional work
- Research

Geography provides many opportunities to use ICT including email, videos, visualisers, CD ROMs, World Wide Web, digital cameras, DVDs, interactive whiteboards. Through using these opportunities pupils will develop and apply their ICT capability in the study of Geography.

## **APPENDIX A**

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content**

#### **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.