



Policy : Geography

Co-ordinator : J Whyte

Rationale

Geography is to inspire curiosity/fascination and build knowledge/deep understanding about diversity of the world and its people and physical/human processes/interactions, interdependence and spatial variations. Explain how features at different scales are shaped/interconnected/change. Contextual knowledge of locations, their characteristics and relationships. Use geographical skills, including fieldwork, to collect, analyse, communicate data. Use extended writing. Interpret sources of geographical information, e.g. maps, globes, photos and GIS.

Key Stage 1

Geographical skills and fieldwork

Observational skills Fieldwork skills.

Basic geographical vocabulary of named physical and human features.

Use globes, world maps and atlases.

Plan perspective and key.

Identify features on aerial photographs.

4 compass directions and relative locational vocabulary to describe feature sites and routes on maps.

Location knowledge

Locational knowledge of continents/oceans; UK countries/capitals/seas.

Place knowledge

School and its grounds and surrounding environment.

Small area in UK and contrasting non-European country; key human/physical features; geographical similarities and differences.

Human and physical geography

Daily/seasonal weather patterns.

Locate hot/cold areas of world, related to Equator, North and South Pole.

Key Stage 2

Geographical skills and fieldwork

Use fieldwork to observe/measure/record physical/human features in local area, using range of methods.

Local area fieldwork methods, using sketch maps, plans, graphs digital technologies.

Maps, atlases, globes, digital/computer mapping for location and feature description.

Map symbols/key, 8 compass points, 4- & 6-figure grid references.

OS maps (and other maps) to build UK/world knowledge.

Location knowledge

Locational knowledge of world's countries.

Locational knowledge of environmental regions, physical/human characteristics and major cities of Europe, and North and South America.

UK countries, cities, topographical features, land use and characteristics of regions, including how some aspects changed over time.

Position/significance of latitude/longitude, Equator, Tropics of Cancer/Capricorn,

Arctic/Antarctic Circles, Northern/ Southern Hemispheres, prime meridian, time zones.

Place knowledge

Physical/human geography of a region of UK, of a European country, and within North or South American to understand geographical similarities/differences.

Human and physical geography

Key aspects of physical geography, including: climate zones; biomes, vegetation belts; rivers, water cycle; mountains, volcanoes/earthquakes.

Key aspects of human geography, including: settlements; land use; economic activity and trade; natural resource distribution including energy, food, minerals and water supplies.

Guidelines

The variety of teaching methods needed to match the abilities of the students will include the following

- Knowledge shared by the teacher.
- Fieldwork
- Creative activities through the use of the Creative Curriculum.
- Question and answer sessions.
- Individual, paired and group work.
- Use of ICT
- Artefacts, globes, maps and photographs.

Pupils must be involved in a process of enquiry if real understanding is to take place. An enquiry may include:

- Formulating appropriate questions.
- Planning an investigation.
- Carrying out accurate observations.

- Collecting and classifying evidence.
- Locating and recording information.
- Organising and presenting findings.

Planning is done using the Creative Curriculum planning grids with Geography being taught as a topic over a period of time.

Planning for the subject is done using the Creative Curriculum planning sheets. The planning sheets identify the main objective for the lesson, content of the lesson, any key questions and ways to support both more and less able children.

Key Skills are identified as part of the planning process.

Assessment

Geography is regularly assessed using the 'Focus on Assessment' targets for Geography.

Individual children's achievements are assessed and dated.

Review and Monitoring

The subject leader will be responsible for the review and monitoring of the subject through looking at children's work, planning, talking to staff and through Geography curriculum week.

Subject Leader - Justine Whyte