



Geography Policy

Aims

At St Paul's we follow the National Curriculum for the teaching of geography. We believe that a high-quality geography education will inspire in children, a love and curiosity of the fascinating places in the world and how the people, who live there, make these places their homes. They will learn how the diversity of natural resources and physical environments have an impact on human development and develop a clear understanding of the physical forces of nature that shape our world.

Objectives

- To develop a knowledge and understanding of significant places on our earth, understanding their physical and human characteristics and how they are affected by the processes of change.
- To understand the different forces of nature and how these processes are fundamental in forming the key physical and human features of our world; how these two features are interdependent and shaped and reshaped over time.
- To be competent in the geographical skills of; collecting and analysing a range of data gathered through field work; using and interpreting maps, diagrams, aerial photos and GIS(Geographical Information System); using a variety of methods to present their geographical knowledge (maps, data, and a variety of writing genres).

Attainment targets

Children are expected to know the subject content and to apply and understand the specified skills and processes laid out in each programme of study.

Programmes of study-subject content

Key stage 1 rational

Pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic geographical vocabulary and begin to use simple geographical skills, including first hand observation.

At St Paul's the children learn about:

Key stage 1 Geographical skills

- To use maps, atlases and globes.
- To use simple compass directions and positional vocabulary and describe where certain features are on a map.
- To use aerial photographs, simple maps and basic symbols in a key.
- To use simple field work and observational skills in the local area, including the key physical and human features
- Relevant geographical vocabulary

Year 1

Hot and cold places in the world (*identify the location of hot and cold countries in the world in relation to the Equator, the North and South Poles*)

The weather and seasons –weather diaries (*identify seasonal and daily weather patterns in the United Kingdom*)

The countries which make the UK (*name, locate and identify the characteristics of the 4 countries and capital cities of the UK and surrounding seas*)

Year 2

Continents and oceans (*name and locate the world's 7 continents and 5 oceans*)

UK and Africa (*to compare and contrast the similarities and differences between a small area of the UK and a small area in a contrasting non European country*)

Key stage 2 rational

- Pupils will extend their knowledge and understanding of the world to include the U.K, Europe and North and South America, including the study of some of the world's most significant physical and human characteristics.

Geographical skills

To 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, graphs and digital technologies.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Year 3

France ((understand geographical similarities and differences between a region of the United Kingdom, and a region within Europe)

UK (*name and locate countries and cities of the UK, including key physical features, geographical regions, human and physical characteristics and land use patterns*)

Year 4

Mountains and the water cycle (*to understand and describe the key features of mountains, climate zones, biomes, vegetation belts and the water cycle*)

North America (understand geographical similarities and differences between a region of the United Kingdom, and a region within North or South America)

Year 5

Earthquakes, volcanoes and tsunamis (*to understand and describe the key features of earthquakes, volcanoes and tsunamis*)

Latitude, hemispheres, tropics and time zones (*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)*)

Year 6

Rivers (*to understand and describe the key features of rivers, itypes of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*)

OS maps (*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*)

Teaching, learning and assessment

Curriculum planning

The National Curriculum provides the statutory long term planning for the teaching of geography.

At St Paul's we have divided up the content and skills set out in this document across the year groups, to ensure age appropriate content and understanding. All year groups learn about two different aspects of geography during the year. The class teacher writes the lesson plans for each geography lesson. These plans include the specific learning objectives for each lesson, differentiated activities, resources, adult support and assessment opportunities. At St Paul's we also use the Focus Learning Challenge Curriculum as a base for planning lessons. This Curriculum is enriched through the creative and expressive arts where appropriate.

The contribution of Geography to other curriculum areas

English

Geography contributes to the teaching of English at St Paul's, actively promoting the skills of reading, writing, listening and oracy. Children develop their oracy skills through debating geographical and environmental issues or presenting their learning to the rest of the class. They use a variety of English genres to present their learning, e.g. reports, letters, persuasion and explanation texts.

Mathematics

Geography contributes to the teaching of maths in a number of ways. We teach the children how to represent objects with maps; they manipulate large numbers in the study of distance and scale; they learn to read maps using 4/6 figure grid references, analyse given data and present their learning through graphs.

ICT

The Internet acts as an important research tool to support children's learning. It provides them with a wealth of information, diagrams, photographic and real-time video images, including Google earth, covering all aspects of the primary Curriculum and beyond. Word processing is an important tool in the presentation of children's work, as are data handling programs.

Personal, Social and Health Education

A greater knowledge and understanding of places in the world and the people who live there, contributes significantly to the teaching of PHSE. Children learn about issues which affect us all, e.g. the effects of natural disasters (earthquakes, volcanic eruptions and natural disasters) and their impact locally and globally, environmental issues, (carbon footprints, recycling), homelessness, our duty as citizens and stewards of this planet.

Independent learning

Geography provides a perfect medium for independent learning. Children are expected to consolidate and extend their learning in class through independent research at home. Children are encouraged to use a variety of research tools and to present their learning in creative ways. Every half term, a £5:00 book token is awarded to a child from each class, who has excelled in their research.

Special Educational Needs

Geography is part of the broad and balanced curriculum provided to all our children, whatever their ability. Learning objectives and activities are differentiated to the needs of the child, taking into account, where applicable, the targets set in their Individual Education Plans.

Assessment

Informal assessments are made on children's learning throughout the course of each lesson. Work is marked on a regular basis according to the School Marking Policy. At the end of each unit, children's learning is assessed against the content and knowledge set out in the National Curriculum for their year group. Summative assessment may take many forms, dependent on the age of the child and subject content. This may include a test, a 1:1 discussion with the teacher or a presentation of work to demonstrate learning.

Children will be assessed in line with schools assessment policy. Children's learning will be recorded as WT (working towards), WW (working within), A (achieved) and E (exceeded).

The end of year assessment is based on a child's developing knowledge and understanding over the whole year against National Standards. The National expectation is for all children to attain "achieved" by the end of the year.

Monitoring and review

The monitoring of the standard of children's work and the quality of teaching and learning in history is the responsibility of the geography subject leader. Their role includes lesson observations, work scrutinies, collection and evaluation of assessment data, supporting colleagues, keeping abreast of current developments, auditing and procurement of resources and reporting to governors.

Early Years

Geography is taught in Early Years through the, "knowledge and understanding of the world" strand of the Development Matters Curriculum. Children are introduced to the concept of the geography through personal experiences and stories. They talk about themselves, where they live (their homes, their street, their town); use basic geographical vocabulary for the people and places and draw simple maps.

Signed G.C. Taylor

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