



# Fritchley CE (Aided) Primary School

## Geography Policy

### **Introduction**

Geography is a valued part of the curriculum, providing a purposeful means for 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 through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

### **Aims**

The national curriculum for geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

### **Key Stage 1**

Pupils should be taught about:

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 should be taught about:

### 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
- 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.

## **The Early Years Foundation Stage**

We teach geography in the Early Years class as an integral part of the topic work covered during the year. As the Early Years class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world, e.g. To develop a sense of location through events in stories and in children's own lives and their family relationships using appropriate vocabulary. To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

## **The Role of the Geography Co-ordinator**

- To have responsibility for securing high standards of teaching and learning in geography and evaluate their effectiveness.
- To ensure teachers are familiar with the policy.
- To monitor and support medium term planning
- To inform future priorities and targets for the subject.
- To keep up to date with current issues

- To identify resources to meet needs.
- To carry out book scrutinies to ensure that children are progressing throughout the school and that the Geography Action Plan targets are being achieved.
- To liaise with the link governor for this subject.

### **Cross-curricular**

We see geography as a natural context for the development skills across the curriculum. Teachers will identify opportunities in their planning to support development of these skills. Where possible teachers use their geography topics across the curriculum (for example in English) to gain a more holistic understanding of the topic being covered.

### **Assessment, recording and reporting**

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, group discussion, questioning about tasks and informal summative assessment. Assessment data will be recorded on teacher's assessment grids and monitored by the geography co-ordinator. Reporting to parents occurs annually within a written report and through parent-teacher meetings.

### **Differentiation**

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background.

### **The Environment**

Geography at Fritchley CE (Aided) Primary and Nursery School contributes to the community by promoting the study and understanding of local sites. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can be in looking after it.

### **Monitoring**

The Geography subject leader and class teacher are responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The subject leader is responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader will complete an annual action plan where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject leader must undertake monitoring of Geography across the whole school.

### **Review**

This Geography Policy will be reviewed by the Geography Co-ordinator and the Headteacher.

Reviewed: 10<sup>th</sup> March 2021

By: Esther Devonport

Date for next review of this document March 2023