



Geography Policy

Reviewed:

Next Review:

Overview

Outline

This policy outlines the teaching and learning of Geography at Junction Farm Primary School. Our Geography planning is based on the new curriculum, released in September 2013, across Key Stage one and two. At Junction farm primary school we incorporate History into our Topic lessons which take place at least twice a week. However, a different topic runs throughout the school for every year group, changing every half term. This allows us to integrate Topic into a range of subjects including English and Maths, as well as setting homework tasks and projects that are closely linked with either Geography or History. These cross curricular links throughout the week allow the children to really dissect a topic in detail. This allows them access to the Geography objectives even when the predominant focus may be on a different subject area such as English.

Good Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- 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.
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Acquire Geographical knowledge, understanding and skills.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims 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.

Geography Curriculum Objectives

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:

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 1

- Our school within its locality
- A small area of the United Kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United kingdom
- The World

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 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
- 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.

Key Stage 2 these focus areas can be taught in the following teaching units

The local area

- A region of the United Kingdom
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world

Aspects of Teaching and Learning

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through regular class lessons in geography either as a subject in its own right or as a component in other work.
- Field trips are made to interesting and local locations which will stimulate the pupils' interest.
- The local area should be linked to work using maps, photographs and books, and contrasts made with other locations.
- Opportunities should be provided for links with other curriculum areas. For example:
- Map work links closely to coordinates in mathematics and findings from fieldwork projects written as a report using English skills.
- There will frequently be opportunities to combine geography work with other subjects (science, design technology, art, music, religious education and history, for instance).

Assessment

We assess children's work in history by making informal judgements about skills, knowledge and understanding as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a



summary judgement about the work of each pupil to determine if the child is *emerging, developing, secure or mastery* within their subject.

Special Educational Needs

We teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including, classroom organisation, teaching materials, teaching style and differentiation. These factors are considered so that we can take additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

The Subject Leader

The Subject leader will:

- Provide guidance on planning the units of work.
- Manage the budget and order resources.
- Check planning and assessment across school
- Analyse data highlighting any key findings
- Co-ordinate with other subject leaders across the academy to discuss good practice.