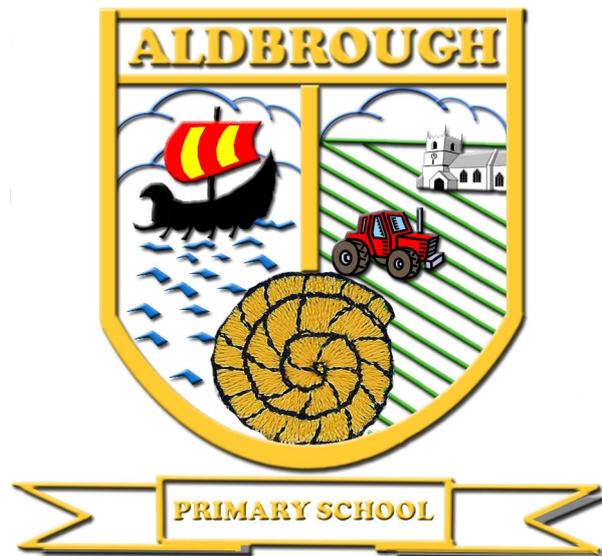


ALDBROUGH PRIMARY SCHOOL



GEOGRAPHY POLICY

DOC-APS-POL-0022

Revision	Amendments	Date	Gov Ratified	
1		Feb 2015		

Aldbrough Primary School

Policy for Geography

WE BELIEVE:

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a crucial subject to help pupils understand their links with and effects on the natural world and their links with other people in the wider world. It provides a key context in which to involve pupils with environmental sustainability and help them to grow up as responsible citizens. It helps shape thinking about the future.

The implementation of this policy is the responsibility of all teaching staff.

Aims These are to assist pupils to:

- develop the skills which enable them to find out about places.
- develop a sense of place through knowing about the features and character of places, contrasts and relationships between places and how people live in them.
- develop an understanding of the patterns and physical and human processes which enable us to make sense of places.
- develop a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.
- develop a sense of their own identity and place in the world, whilst appreciating the wonder which can be inspired by both natural and built environments.

We will develop the following skills to enable pupils to find out about places and the people who live in them.

- Interpretation and analysis of data
- Fieldwork skills and first hand experiences
- Observation and recording
- Measurement and use of appropriate equipment
- Mapping skills
- Development of geographical vocabulary
- Geographical enquiry, prediction and the formation of hypotheses
- Recognition of the effect humans have on their environment
- Recognition of the need for protection and conservation of our planets fragile environment
- Developing their knowledge of geographical information sources

Expectation

Below is a list of skills children will develop in each Key Stage

Key Stage 1

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: 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

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 changes 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.

Principles of teaching and learning

Planning

Our scheme of work is based on the 2014 geography National Curriculum programmes of study.

In the foundation stage geography is developed through the Early Learning Goals of Knowledge and Understanding of Place p96, 97, 98, 99 of Curriculum Guidance for the Foundation Stage.

In Key Stage 1 geography is taught in a clearly identified way through topics.

Some aspects in Key Stage 1 are delivered through literacy hour. Some in Key Stage 2 are delivered in this way.

In Key Stage 2 geography is linked to the topic, usually one per term.

Some aspects of geography like weather measurement and atlas work related to topical issues will be ongoing as the need arises.

Key Skills - Literacy, numeracy and ICT

- English (including literacy) – geography is an excellent subject for promoting speaking and listening and global awareness through reading and writing. We focus on the key vocabulary of the subject and use writing frames as appropriate.

- Numeracy - our investigations may develop data handling and graphing skills. The spatial dimension of map-work is mathematical, too, through direction and locational work.
- ICT - data handling, information retrieval and Internet use are highlighted.
- Thinking Skills - we consciously teach thinking through geography as it livens up activities and raises standards.

Spiritual, Moral, Social and Cultural Aspects.

- Some of our objectives explicitly develop social, moral, cultural and spiritual education.
- Environmental sustainability and citizenship are integral to the subject. We are working to gain ECO Schools status.

INCLUSION

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

Assessment, recording and reporting

- In lessons teachers assess progress towards the learning objectives they have set pupils and shared with them through observation and discussion of their work., and use their judgements to adjust future work or set targets. The children are also involved in self-evaluating their own learning.
- Their performance is recorded on Flic. This class record with highlighted individuals is passed on to the next teacher at the end of the year and should be acted on.

Health and Safety

Hazard perception is crucial for geography visits. We must walk our route or visit distant sites to assess potential hazards (from road-works to tides!) and plan how to deal with them. Pupil supervision guidance must be followed. A written risk-assessment must be done for each visit. E.g. river visit, farm visit. For visits to specialist centres, send for copies of their risk assessment and modify it if necessary. The risks are reassessed on arrival with centre officers.

Subject Leadership

The geography subject manager leads the maintenance and development of the subject.

He/she is responsible for assuring quality and standards and holds a budget for the subject. Geography resources are centrally stored, largely in theme boxes and updated, when necessary, by the Geography coordinator.

Written in 1995

Reviewed in 2000

Reviewed in 2005

Reviewed in 2015