



FERNDALE PRIMARY  
SCHOOL

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# Geography Policy

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2015

## Geography Policy

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw, interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Teachers ensure that the children develop their knowledge of Geographical enquiry, Physical Geography, Human Geography and Geographical Knowledge. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

### Aims and Objectives

Through the teaching of Geography we aim to:

- to inspire pupils to have a curiosity and fascination about the world and its people.
- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

### Teaching and learning style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. Children learn about other places through reading stories with settings in different places and in different landscapes. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, make outside visits or use of the Internet to investigate a current issue.

We recognise the fact that there are children who have widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

## Expectations

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: 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

#### 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,

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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

In KS1 & KS2 Geography is taught through planning linked to the New National Curriculum 2014-15. These have been split according to year groups and the units covered by each year group can be found on the long-term plans. Some elements of Geography are also taught through cross-curricular topics e.g. literacy, history, ICT and role-play.

### Geography curriculum planning

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage.

Each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives and the success criteria. The class teacher keeps these individual plans, and often discusses them with the geography subject leader on an informal basis.

We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

We develop the following skills, always building on earlier experiences through:

- 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.
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### Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception 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 EYFS-Knowledge and Understanding, which underpin the curriculum planning for FS children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, learning dances, songs and trying food from around the world, and investigating the world around them.

## **The contribution of geography to teaching in other curriculum areas**

### **English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. For example, in Key Stage 1 we use the Katie Morag books by Mairi Hedderwick to develop children's knowledge and understanding in the QCA unit, 'An Island Home'. In Key Stage 2 we organise debates on environmental issues because we believe that these help to develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

### **Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **Information and communication technology (ICT)**

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet and other software. We also offer children the opportunity to use the digital camera, learn pads to record and use photographic images.

### **Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

### **SEN and Equal opportunities**

At our school 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. Activities are planned by the class teacher and are differentiated where appropriate for children with SEN, more able and gifted and talented.

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### Assessment and recording

We continually assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil. We use these assessments to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The geography subject leader and SMT will do a yearly book scrutiny. Findings are recorded and feedback is given to whole staff.

### Resources

We keep these resources in individual year groups. We also keep a collection of geography equipment which the children use for environmental activities, and a set of atlases for both key stages. In the library we have a good supply of geography topic books and a range of educational software to support the children's individual research.

### Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

We also offer them the opportunity to take part in a range of residential visits in both key stages.

### Every Child Matters

**Be Healthy** – through using the environment for recreation and food

**Staying safe** – through understanding the environment

**Enjoy and achieve** – through respecting and protecting the environment

**Economic well-being** – through making sound judgments about environmental use

**Make a positive contribution** – through being involved in protecting the environment

Signed: *Emma Fletcher*

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