



# Geography Policy

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February 2017

Approved by GB: March 2017

Next review due: February 2020

## Purpose of Policy

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Geography is a core foundation subject in the National Curriculum. This policy will form the basis upon which we map out the statutory orders for geography at Key Stage 2. It will outline the purpose, nature and management of how geography is taught and learned in our school and will inform new teachers of expectations.

All staff are fully aware of their role in its implementation. Staff have access to the Policy via the school's server on the Teacher's Drive. Parents requesting to see a copy of the policy can do so via the school website.

## What is our vision for geography?

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Geography should be both a challenging and exciting subject. Pupils should be given the opportunity to broaden their understanding of different cultures and the way they interact with their environment, linking this to the wider curriculum. Pupils are able to investigate a topic through enquiry, understanding processes through hypothesising and discussing outcomes.

## Purpose of studying geography

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A high-quality geography education should inspire pupils with knowledge about diverse places, people and natural and human environments, together with a deep understanding of the Earth's key physical processes.

Geography presents a unique contribution to the national curriculum. It studies people's interaction with the environment. It allows children to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. Pupils should be given the opportunity to develop a sense of enquiry which encourages them to question and make suggestions about people, places and events.

## Aims and Outcomes

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- To develop pupils' enjoyment, interest in and knowledge of geography and an appreciation of its contribution to all aspects of everyday life
- To build on pupils' curiosity and sense of awe in our physical and social world
- To introduce pupils to the language and vocabulary of geography
- To better locational knowledge of the world's countries, oceans and hemispheres
- To connect human and physical geography; allowing children to investigate social, environmental, economic and physical aspects of the subject.

## The role and responsibility of the subject leader

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- To support and guide the classroom practice of teachers and support staff.
- To ensure coverage, continuity and progression in planning.
- To monitor and evaluate the effectiveness of geography teaching and learning.
- To update documentation where necessary.
- To produce action plans for the School Development Plan and manage the budget allocated effectively.
- To liaise and consult with outside agencies where appropriate.
- To prepare and lead INSET.
- To attend relevant INSET training.
- To review regularly the contribution made by geography to a meaningful curriculum.
- To conduct book scrutiny to monitor outcome and progress.
- To conduct pupil interviews.
- To assess learning environments.

## Equal Opportunities and Inclusion

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All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society, at all levels of geography study. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

## Teaching and Learning

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Children to be given opportunities to:

### Locational knowledge

- Develop a sense of enquiry which encourages them to question and make suggestions about people, places and events.
- 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;
- 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);
- 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;

### 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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Conducting fieldwork to support topics of study, both in the local area and on residential trips.

### Curriculum map

Year group	Topic	Link to national curriculum
Year 3	Volcanoes	<ul style="list-style-type: none"><li>• Describe and understand key aspects of: Physical geography through volcanoes and implicitly tsunamis</li></ul>
Year 3	Europe	<ul style="list-style-type: none"><li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia)</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region within Europe.</li></ul>
Year 4	Rainforests	<ul style="list-style-type: none"><li>• 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;</li><li>• Physical geography, including:</li></ul>

		climate zones, biomes and vegetation belts
<b>Year 4</b>	<b>Brazil</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</li> </ul>
<b>Year 5</b>	<b>Rivers</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography through rivers and the water cycle</li> </ul>
<b>Year 5</b>	<b>Population and migration</b>	<ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use.</li> <li>Case study of London used</li> </ul>
<b>Year 6</b>	<b>Florida</b>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude and longitude.</li> <li>Comparative study between the less economically developed and more economically developed world.</li> </ul>
<b>Year 6</b>	<b>Local area comparison</b>	<ul style="list-style-type: none"> <li>Conducting fieldwork to support topics of study, both in the local area and on residential trips</li> <li>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 and graphs, and digital technologies.</li> <li>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</li> </ul>

A variety of teaching strategies are used to engage and interest children and further their learning. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These should include:

- Presentation of knowledge directly imparted by the teacher or another adult, incorporating children's experiences and making it relevant to their lives;
- Demonstration of skills and knowledge and provision of time for practice;
- Opportunities to communicate their ideas to each other and with teachers including discussions, presentations and debate.
- Independent research including homework.

### Assessment, Recording and Reporting on Progress

Gathering evidence of pupil attainment is an integral part of assessment. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, looking at their drawings, models, diagrams, plans and written work, by photographing and recording their finished products.

The Geography Leader monitors teaching and progress by:

- Informal discussions with teachers, LSAs and children.

- An annual resource audit.
- Assessing work and progress including book scrutiny and selected examples from each class being analysed against a progression table.
- Observing lessons.
- Assessment sheets.

### Assessment sheets

Assessment sheets are used by both the class teacher and pupil to monitor understanding of the fundamental components of the module. These are designed by teachers in conjunction with the subject leader to capture what the outcomes of learning should be.

### Example of assessment sheet:

	Self Assessment ✓✓✓	Teacher Assessment			
		With Support	Prompted	Independent	Expert
Understand the difference between the concepts of weather and climate.	✓✓✓			✓	
Reflect on the climatic and daily weather conditions that makes the state of Florida such an attractive place for tourists.	✓✓✓				✓
Draw and interpret climate graphs as a means of comparing the climate of two locations.	✓✓✓			✓	
Understand the impact of tropical storms and hurricanes on Florida.	✓✓✓				✓
Can analyse the difference in the impacts of natural disasters on Florida and other geographical locations.	✓✓✓			✓	
Understand why Less Economically Developed contexts might be worse affected by a natural disaster.	✓✓✓				✓

**Useful Vocabulary**  
economics, impact, tourism, climate, weather, conditions, geographical locations, interpret, natural disaster, hurricane, comparison

Components of the module shown. Should loosely follow LOs used in lessons

Teacher assesses child's understanding of each component of the module. Learning is assessed between 'with support' and 'expert'.

Children self-assess learning using 1-3 ticks to indicate confidence with the statement- 3 being the highest rating.

Challenging key vocabulary which should be used by all children throughout the module.

### Resources

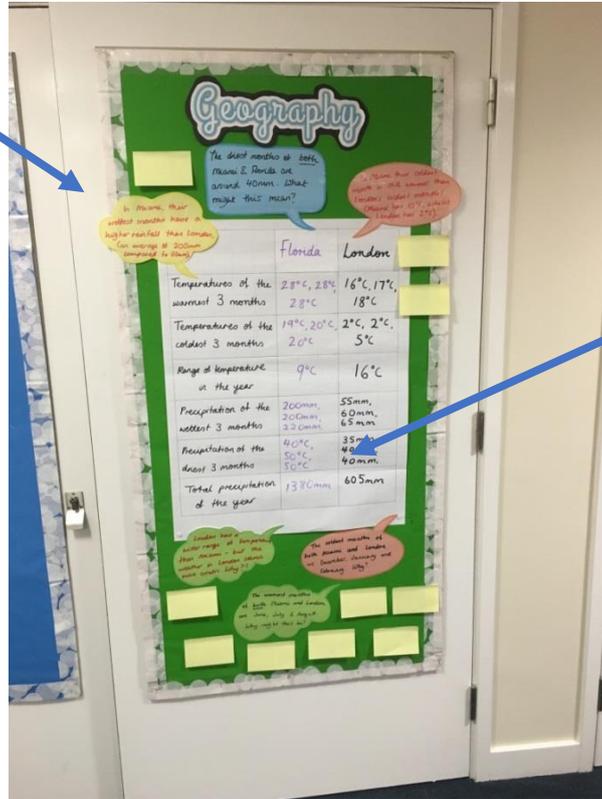
All resources are stored with the Geography Leader. A full list is kept with the Geography Leader. The Geography Leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted.

- All topics should incorporate the use of an atlas which are located with the Geography Leader.
- All classrooms should display a globe.

### Displays

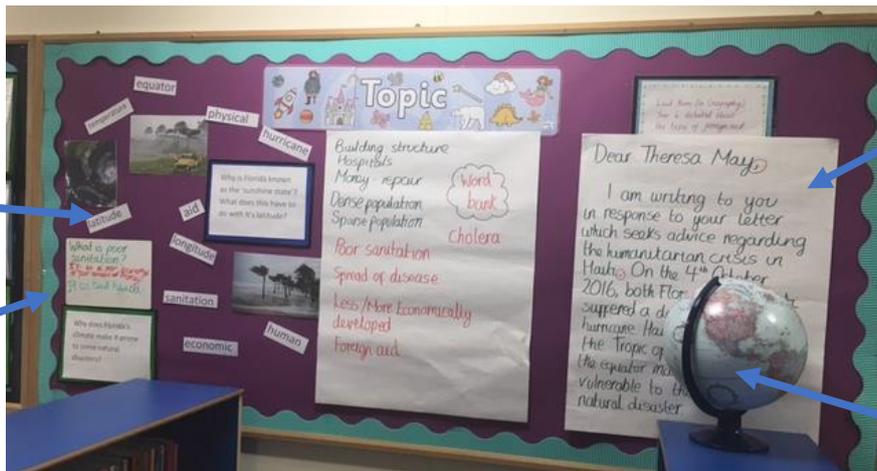
- Geography displays should include challenging and relevant vocabulary to the topic of study.
- Key questions should be posed and allow children to respond on the display or orally in lessons.
- The display should act as a prompt for written work, explanations should be modelled and displayed.

Displays key questions and provides post-it notes to encourage children to respond.



Key table of data to demonstrate layout and highlight trends found in information.

Modelled writing demonstrating the expectations for written work in geography.



Key vocabulary displayed showing a high level of challenge.

Questions posed with children's responses.

World globe for pupils to refer to.

## Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to review a copy of this document on the school website and comments are invited from anyone involved in the life of the school.