

Wingate Primary School

Policy for Geography

June 2022

WINGATE PRIMARY SCHOOL

Geography Policy and Guidelines

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world. In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community, we will endeavour to support each child to make the most of every opportunity we offer. We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration:

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

Intent

"Geography grew as one of the earliest disciplines, from human experiences of exploring the world, in making sense of the location and distribution of places, in understanding the similarities and differences between places, in observing the patterns places create in the world around us, in discerning the processes, influences and effects that interrelate to produce places and patterns as they are and as they change, and in considering what actions are needed to create places that

better fulfil human needs and interests." - taken from "Geographical Work for Primary and Middle Schools"

Our intent for the Geography Curriculum in our school is to inspire pupil curiosity about their world and to engage them in outdoor learning and geographical enquiry. We have used advice from local and national leaders in Geography to build a sequence that builds a sense of place, scale and environment. We intend pupils to work like Geographers and tackle big questions, use up to date resources and technology and communicate in ways relevant to the subject.

Throughout KS1 and KS2 map and fieldwork knowledge is developed through a series of field based enquiries and links to other units where reasonable.

Implementation

Geography is taught, along with the other foundation subjects, through a theme, which allows the children to learn about a specific area in some depth. We teach geography in a planned, coherent way which is sequenced logically, ensuring that children learn and remember a rich body of geographical knowledge and acquire progressive geographical skills. We provide a range of motivating experiences to engage our learners, including: visiting experts; outdoor learning in the school's grounds; fieldwork trips and class trips.

| Year | Autumn | Spring | Summer |
|----------|---|---|--|
| 1 | What is my place like? My Geography Home and School | What can I find? Me and my corner of the world. Local area. | What is our country like? Me and my UK. UK countries, capitals and seas. |
| 2 | Why is my world wonderful? Simple world Maps and features. | Wherever next? Location and journeys | Holidays – where shall we go? Place comparisons – geographical features. |
| 3 | UK Discovery – is the UK the same everywhere? | Why do we have cities? UK towns, cities and countries. | We've got it all! Why is the North East special? Regional focus with lead on rivers and economic activity. |
| 4 | What can we discover about Europe? Places, features and people. | Why does Italy shake and roar? Bay of Naples. | What happens when the land meets the sea? Local fieldwork |
| 5 | What shapes my world? Processes and key features shaping places and human experiences | Where could we go? Fantastic Journeys. Key countries and features of the world. | Where has my food come from? Origins of key foods. |

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|---|--|--|--|
| 6 | Fantastic Forests – Why are they so important? Vegetation, biomes, forest types. | | Destination Sao Paulo! What do places have in common? Comparing a region in South America with a region in the UK. |
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Impact

By the end of their primary education at Wingate Primary School, our learners will have gained a rich body of geographical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We will assess as we go, with a focus on the key ideas, knowledge and vocabulary pupils need to build up. We will encourage pupils to recall earlier knowledge and retrieve knowledge from previous terms and school years. This enables teachers to set appropriate, progressive targets and challenge children in their thinking and learning. We measure our impact based on pupils' confidence to ask and explore questions to further their own geographical knowledge and understanding. As children's knowledge and skills develop progressively throughout school, this will enable them to meet the requirements of the National Curriculum and prepare them to become competent geographers in secondary education.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that 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 places, seas and oceans, including their defining physical and human characteristics
- 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 and writing at length.

Subject content

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 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.

Teaching Methods

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher.
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry.
- Use of video and films.
- Visits to places of relevance to the topic, e.g. local village, coast etc.
- Use of ICT. – Google Earth and use of World Wide Web.
- Use of relevant books: leaflets, maps, postcards, atlases etc.
- Photographs and satellite images.

Fieldwork

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences

- Matching tasks to pupils' needs. Various strategies are employed to allow pupils to achieve.

1. Common tasks, which will expect different outcomes.

2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.

3. Grouping, in which pupils work on a task designed for that group.

4. Different resources, same task, which modifies the amount of information given to some pupils.

5. Independent learning - finding answers from a range of resources.

Assessment and Recording

Planning has been specifically adapted to build on prior knowledge of pupils. Each topic has been sequenced to follow prior learning and links will be made across different year groups. Teachers allow for assessment to be made during the course of a Geography lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in Key Stage 1 and 2, teachers will complete a 'quiz' after each topic to identify knowledge learned. This will provide formative assessment and inform future planning needs. A peer review will take place across the school in the Summer term by the Subject Leader, Head Teacher and Deputy Head Teacher which will allow the Subject Leader to examine exemplars of work which reflect expected, above expected and below expected levels of attainment for Geography. Data will be collected from each year group and planning will be assessed to ensure full coverage of the geography curriculum is taught across the school.

This Policy will be reviewed by the Geography Subject Leader following consultation with staff and the Governing Body of our school in July 2022.