

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Geography Policy

Date agreed: September 2021

Review date: September 2023

Signed: _____

Chair Board of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	30 th April 2015	AW	FGB	New Policy
2	February 2018	AW	FGB	Revision
3	September 2021	AW	FGB	Review

Rationale

Dover Park Primary School will provide a high-quality geography education which will 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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The aims of geography in our school are:

- to promote positive attitudes and enthusiasm for geography
- to ensure the progressive development of geographical concepts, knowledge, skills and attitudes

Taking into account the requirements of the National Curriculum (2014), we will ensure 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

We will also ensure pupils 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.

Teaching and learning style

Geography is taught at Dover Park Primary School using a topic-based approach. Skills and knowledge are taught in a thematic cross curricular way and the learning that takes place links directly to the topic being covered. Geography is timetabled as being a 'topic' lesson.

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. We enable them to use ICT in geography lessons to access Virtual worlds, mapping software; interpret data in the form of graphs or tables and to research geographical environments 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. They engage in a wide variety of problem-solving activities. Wherever possible, we organise field trips to learn about the geography of our local area.

We recognise the fact that in all classes there are children of different abilities in history and we seek to 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 - not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups.

Geography Curriculum

The national curriculum defines the content of the school curriculum for geography:

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:

Locational 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 [for example, 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational 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, 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.

Our curriculum planning is split into three mileposts (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2). Our long-term plan maps the topics studied in each term. This plan details the physical geography to be covered and any countries in which there is a specific focus. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics. A copy of the long term plans are kept in the subject leader's file and are also displayed on the school website.

Our medium term plans, detail the objectives and activities tasks that will be covered for each topic. Where possible geography taught as part of a wider topic that may include science or history.

They are kept in the planning files held by each class teacher.

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 topics, we offer them an increasing challenge as they move up the school.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Foundation Stage

We teach geography in the foundation stage as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for 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, singing songs from around the world, or investigating what makes a 'good' playground.

Cross Curricular links

As well as taking its own part in the school Curriculum, geography contributes to the wider aims of Primary Education.

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 our English lessons or in guided reading are geographical in nature. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability.

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. In key stage 2, the children learn about the world's time zones and can calculate the times in different parts of the world. They also use graphs and tables 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, regularly using mapping software such as Google Maps. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet using the iPads as well as PCs. We also offer children the opportunity to use the digital camera to record and use photographic images.

Spiritual, Moral, Social and Cultural Development through geography

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

Geography promotes interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Equal Opportunities

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Geography provides opportunities for teaching that reinforces this ideal.

Special Educational Needs

Children with special educational needs are taught the full geography curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in geography lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential.

See Special Education Needs Policy for more details.

Assessment, Record keeping and Reporting

Initially, children's work in geography is assessed by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and highlights the success criteria in accordance with the school's marking policy and comments as necessary. This will provide the basis for the summative assessment at the end of each term.

At the end of each topic, the children will be assessed against 3 criteria: below, secure or beyond.

Teachers should judge which description best fits the pupil's performance. It is important in the assessment of geography that the children:

- can use their knowledge to describe significant places including their human and physical features
- can explain the processes that give rise to human and geographical features
- can interpret a range of sources such as maps, graphs etc.
- can communicate their findings in a variety of ways, including maps and graphs.

The assessments will be updated on SIMs at the end of each term.

Resources

We have a range of resources in our school used to teach the topics detailed on the long term plan. We keep resources in individual classrooms or in the geography co-ordinator's classroom. Maps and a globe are available in all classrooms. Additional maps, atlases, aerial photographs, jigsaws, compasses, measuring equipment are also available. In the library, we have a good supply of geography books and we have access to the ICT suite, laptops and iPads in order to access useful websites to support the children's individual research.

Resources are subject to ongoing reviews as new topics are still being introduced.

Monitoring and review

The foundation subject curriculum leader is responsible for:

- monitoring the standard of the children's work and the quality of teaching and learning in geography
- reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- supporting colleagues in the planning, teaching and assessment of geography
- informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the geography curriculum budget.
- evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

- Planning and book scrutiny
- Class swaps
- Interviews with pupils
- Checking assessments are up to date