



Geography Policy

Subject Leader: Jessica Beck

Intent

Our Geography curriculum aims to provide a rich understanding through curiosity and fascination about the world we live in. It helps to provoke and provide answers to questions about natural and human aspects of the world.

The national curriculum for Geography aims to ensure that 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
- 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.

We aim to motivate and inspire children through a curriculum that stimulates, engages, and challenges all learners. Our curriculum aims to develop children's awareness of the wider world and their place within it. It encourages them to take an active role in the community and work with others to make our planet more peaceful, sustainable and fairer. We hope that our children will become passionate about the planet and become actively involved in protecting the environment.

Geography at Brookfield is designed to provide our children with the subject- specific language they need to describe, question and discuss the world, as well as their place in it. Ensuring effective progression across all year groups. Specific vocabulary for each unit is taught and built upon and effective questioning to communicate ideas is encouraged.

Our School Mission Statement of 'Many hearts make a school' and our School Values, are at the heart of our curriculum and all that we do at Brookfield Community Primary School.

Implementation

In Geography we implement an inclusive curriculum that meets the needs of all pupils including those with special educational needs and the more able. The curriculum is progressive and based on the needs of our children. Geography skills are built into lessons, in order to embed geographical understanding. At the beginning of each unit, children share their prior knowledge, which informs planning and teaching. A series of stimulating lessons are planned, with clear knowledge and skills -based learning objectives and subject-specific vocabulary, which is included on the termly knowledge organisers. End of unit assessment tasks are used to demonstrate progress, knowledge and understanding. Teachers assess learning in Geography against knowledge-based and skills-based learning objectives.

Our curriculum is delivered through highly effective 'quality first teaching' as described in the Teaching and Learning Policy. Enrichment opportunities, including inspirational visitors and exciting educational visits, provide our children with rich experiences and enhance teaching, learning and knowledge.

Impact

Our well-planned Geography curriculum ensures that children are given essential knowledge and skills.

All pupils' learning is progressive, developmental and stimulating. Teaching ensures that children develop learning powers enabling each one to be the best they can be.

Programme of Study

EYFS

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Early Years Foundation Stage Curriculum 'Understanding the World'.

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 Geography – key stages 1 and 2 3
- 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.

Resources

- Full set of KS1 and KS2 Atlases
- World map and United Kingdom Map in each classroom
- Subscription to Digi Maps

Roles and Responsibilities

Geography Subject Leader

- Providing leadership and vision
- Audit and maintain resources
- Updating the Geography policy
- Identifying appropriate and effective staff training
- Monitoring the delivery of planning and evidence
- Monitoring the implantation of Geography scheme and overview documents
- Supporting staff with following The Oak Academy Geography Scheme
- Supporting staff in assessing the progress of their children against the age-related expectations
- Examining CPD

- Delivering staff meetings and training
- Writing and implementing the geography action plan.

Monitoring

Monitoring termly enables the subject leader to gain an overview of Geography teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. In monitoring the quality of Geography teaching and learning, the subject leader will:

- Observe teaching and learning in the classroom.
- Monitoring the use of the Geography Scheme
- Hold discussions with teachers and children.
- Analyse children's work through their books

Assessment

As in all other subjects, children should be assessed and appraised of their progress in understanding and applying of Geography skills. Teacher assessments of Geography capability will be recorded throughout the year and reported to parents at the end of each academic year. Pupils work will be recorded in their work books. Formative assessment occurs on a lesson-by-lesson basis determined by the aims.