

# BORROW WOOD PRIMARY SCHOOL



## Geography Policy

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### **Rationale**

At Borrow Wood we believe that Geography is an essential part of the curriculum and 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:

- Help pupils develop knowledge and understanding of places and themes including patterns and processes.
- Foster children's sense of wonder at the world around them.
- Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
- Develop an informed concern about the future of our planet.
- Enhance children's sense of responsibility for the care of the Earth and its inhabitants.
- Teach the skills and knowledge necessary to develop children as geographers.
- Encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- Help children understand how to use a map in a variety of different contexts.

### **Implementation**

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into the termly topics.

In KS1 & KS2 Geography is taught through planning linked to the new National

Curriculum 2014. 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. English, history, ICT and role-play. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to 'Knowledge and Understanding of the World'. 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 planet's fragile environment.
- Developing their knowledge of Geographical information sources.

## **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**

- 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 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)

### **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

## **Planning**

### **Long Term Planning**

The curriculum has been organised accordingly into 3 half term units for each year group, linked to the new National Curriculum 2014. See long term plan.

### Medium Term Planning

Using the new National Curriculum 2014 and the Learning Challenge Curriculum for KS1 and KS2 and Curriculum Guidance for Foundation Stage for Early Years, teachers plan their medium term plans by identifying the learning objectives for each unit and matching possible activities.

Planning is saved on the school network and can be accessed by computers in school. It is the responsibility of the class teachers to ensure they save their planning in 'New Curriculum and appropriate Year Group' for other teachers to use when necessary.

### Subject Development

The Geography Co-ordinator is responsible for supporting colleagues in the teaching of Geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The co-ordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Co-ordinator release time enables the co-ordinator to fulfill their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject. Ways of assessing children's progress in Geography are also being considered and reviewed.

### Resources

Resources are stored in the History/Geography/RE cupboard in upper school. There are also atlases in the shared library in upper school.

### Health and Safety Guidelines

When planning fieldwork all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

### Equal Opportunities and SEN

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information.