

Geography Policy



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The National Curriculum states that:

“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, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”

At Swansfield Park Primary School, we believe that Geography is a valued part of the curriculum, providing purposeful means for exploring, appreciating and understanding the world that we live in. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims:

The national curriculum for Geography aims to ensure that all pupils, by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.



The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help young children make sense of their world as an integral part of the school's work. In Early Years Foundation Stage, we plan opportunities based on the Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of '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 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 in 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 8 points of a compass, 4- and 6-figure grid references, symbols and keys (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.

Planning:

At Swansfield Park Primary School, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

Long-Term Planning:

Geography is taught as part of a two-year topic-based approach to learning. On an annual basis, key stage teaching teams will review their Geography topic and plan for the year ahead, which then informs the medium-term plans across Key Stage 1 and 2. A set planning proforma is used by all staff when completing the long-term planning and is it the responsibility of individual teachers to ensure that it is made available on the school website.

Medium-Term Planning:

Medium-term planning is carried out on a half-termly basis. Teachers work in Key Stage teams to identify and select objectives, to ensure curriculum coverage, but it is the responsibility of individual teachers to plan weekly lessons. At Swansfield Park Primary School opportunities are planned to enable children to both master



and to apply the skills they have previously learnt in maths and English lessons in real-life contexts.

Short Term Planning:

Short term planning is carried out weekly. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set proforma for the short term planning, but it is expected that it will detail each lesson's focus area and the methods used.

Learning beyond the classroom:

Whilst children do the majority of the learning in the classroom, at Swansfield Park Primary School, we appreciate that children also learn through hands-on experiences. As a result, during the planning process teachers identify opportunities for learning in the outdoors, as well as sites for educational visits, which allow our children to explore the world beyond their classroom (educational visits can range from day trips to week long residential trips). During these visits, children develop and use their field work skills, and perhaps most importantly, see the human and physical Geography they study in the classroom, in real life.

Teaching and Learning Strategies:

At Swansfield Park Primary School we use a variety of teaching and learning styles in Geography lessons. The principal aims are to develop skills and understanding as well as developing children's technical knowledge. We do this through a mixture of whole-class teaching and individual/ group activities. Within lessons, we give children the opportunity to work both on their own and to collaborate with others, listening to the ideas of others and treating these with respect.

Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting and interactive.

These may include:

- knowledge given by the teacher
- using the local environments for fieldwork
- creative activities – building models etc.
- individual and group enquiry
- use of video and film
- using outside speakers and experts
- visits to places of relevance to the topic
- use of ICT



- use of relevant books, pamphlets, leaflets, maps, OS maps, postcards, atlases etc
- role play and drama
- photographs and satellites

In Early Years teachers use the 'Development Matters' document as a guide to providing positive relationships and enabling environments to promote children's understanding of people and communities, and an understanding of the world. Children are given the opportunity to broaden their knowledge and understanding through stories, play and other creative activities. At Swansfield Park these opportunities are linked to events and occasions, which happen outside out the classroom, to bring learning to life and to give it meaning.

Mastery:

Our goal at Swansfield Park Primary School is mastery in all areas of the curriculum. We aim for the majority of our pupils to progress through the curriculum at the same pace; differentiation is achieved by emphasising deep knowledge and individual support.

We identify, within our medium-term plans, opportunities for pupils to master and apply the skills they have learnt in English and maths lessons in Geography.

Assessment:

Assessment is regarded as an integral part of the teaching and learning process at Swansfield Park Primary School. Assessment in geography is mostly formative, however, summative assessment may be used at the end of a topic, if the teacher deems it to be necessary. At the end of an academic year, class teachers use their professional judgement to complete Geography progress sheets to assess the number of children working towards, meeting or exceeding the national Curriculum objectives. These figures are reported to the subject leader annually.

The key sources of assessment in Geography are:

- the use of Assessment for Learning techniques, which includes observations, discussion and questioning of the children
- children set their own criteria and evaluate their own work and the work of others
- feedback and questioning in children's books
- informal annotations on planning



- discussions with individuals and groups of children
- Geography subject progress sheets (Years 1 – 6)

Marking:

At Swansfield Park Primary School, we believe that children should be actively encouraged to participate in the marking process, either through self and peer-assessment opportunities, or through responding to teacher's feedback. Teachers are responsible for ensuring that marking is kept up-to-date and to ensure that children are given prompt feedback on the work they have done. Marking should make clear the achievements of each child, 'Green for Go', as well as what an individual child needs to do in order to improve 'Think ahead with Red'. Marking should also make clear a child's next steps. Children will be encouraged to respond, demonstrating an open dialogue to help improve and move learning on. In addition to formal written marking, teachers will also use other forms of feedback during lessons such as verbal feedback and questioning, to ensure that a child's learning is moved on.

Resources:

Geography resources are kept in a central holding point within the school. Resources are audited, checked and updated annually. Areas of need are monitored and equipment purchased in line with need, using the school's subject bidding process.

Northumberland School's Library service provides topic books for each class.

Continuing Professional Development:

All staff are encouraged to attend external training courses or development days advertised through the online E-Courier. If a member of staff feels a need for particular INSET, they should have a conversation with their line manager as part of their Performance Management.

Members of staff are actively involved in school based training, which involves the scrutiny and development of policies, including in Geography. Staff are also given the opportunity to take part in in-school coaching where staff can work with, and observe other colleagues.



Monitoring and Evaluation:

It is the responsibility of the Geography subject leader to monitor the development of children’s geographical skills, the quality of teaching and to ensure the curriculum is being appropriately covered. It involves work scrutiny, learning walks and discussions with both children and teaching staff.

An annual action plan is produced in order to effectively plan, monitor and evaluate the development of the subject across the school.

Review of the policy

This policy has been formally adopted by the governing body.

VERSION HISTORY		
VERSION	DATE	DESCRIPTION
This Version	January 2018	Adapted into Swansfield Park Primary School

APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	Jenny Smith	Headteacher		
Approved by	Bill Grisdale	Governor		

DATE OF NEXT REVIEW	
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