

White Court School



Geography Policy

March 2018

Purpose of study

At White Court School, we provide a high-quality Geography education which 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 will 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 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.

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 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

Teaching strategies and learning outcomes

A variety of teaching methods are used to best suit and cater for the abilities and interests of the children. These are implemented in ways which will allow teachers to embed Geography programmes of study within the wider curriculum.

Opportunities include:

- Incorporating stories with a geographical context as a stimulus for writing
- Discussing and debating
- Questioning and answering
- Individual and group investigations where children take control of their own learning, led by children's interests
- Handling artefacts (whether owned by the school or on loan)
- Role-play and drama
- Opportunities for research

Responsibilities

The Geography Coordinators are responsible for:

- Monitoring and the implementation of Geography in the curriculum
- Observing teachers throughout the school to ensure a high standard of teaching is present
- Purchasing and maintaining resources, updating them when required so they are relevant to the areas of study and abilities of the children
- Assisting teachers in planning lesson according to the National Curriculum 2016 (see National Curriculum)
- Evaluating the delivery of the curriculum and ensuring high quality of teaching throughout the school
- Providing challenge to all children through a Mastery approach
- Updating the curriculum in accordance with National Curriculum changes
- Moderating plans, children's work and providing feedback

Year Managers/ teachers are responsible for:

- Planning and assessing work in the classroom
- Using a coherent framework as the basis to ensure all key areas of the curriculum are covered
- Ensuring the appropriate use of resources
- Sharing outcomes with the Geography coordinators
- Providing all children with the opportunity to access the curriculum at a level appropriate to them, including identified Gifted and Talented children and those with Special Educational Needs
- Identifying Gifted and Talented children within their classes and catering for them through MME
- Being aware of the cohort's needs to ensure progression

Links to other policies

Equal Opportunities

The school will ensure that all children have an equal opportunity to access the curriculum offered regardless of gender, race, religion, culture or disability, as far as is possible.

Special Educational Needs

Teachers will assess the individual pupil needs and set work that will match and challenge their capabilities. Where possible, children may receive extra support, either to resolve difficulties or to extend existing skills and knowledge.

British values statement

At White Court Primary School, we aim to provide all children with a high-quality Geography education which will help them gain a coherent knowledge and understanding of UK and that of the wider world. Geography 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 will 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.

In Key Stage 1 pupils will be taught about: 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.

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.

Planning and assessment

Planning is carried out on three levels: long term planning of topic(s) covered, shown on a curriculum map, medium term planning (overviews) and short term planning (teachers' individual plans).

Children at White Court Primary School are given opportunities to reflect on their learning and develop an awareness of their own next steps. The work within the children's books is assessed by both the teachers and children and subsequent teaching is planned based on the outcomes.

Recording and reporting

To record where pupils are at, Monitoring Made Easy is used. The teacher will make a judgement as to whether a pupil is working at the expected age related standard, above the expected age related standard or below the expected age related standard each term in Geography and record it using the Monitoring Made Easy sheets found on the server. Pupil's names will be recorded if they are above or below the expected standard and a number recorded for pupils working at the expected standard.

At the end of the year an overall judgement will be reported to parents.

Resources

Resources are regularly checked for relevance to the area of study and abilities of all children.

Each area of study will contain:

- Videos/ DVDs
- Various texts, photocopies, books etc.
- Interactive posters/ photo packs
- Photographs
- Topic loan boxes
- Music
- Youtube

Monitoring and Evaluation

The governing body, in partnership with the Headteacher and Geography Co-ordinators determine the school policy for Geography. The Headteacher and Geography Co-ordinators are responsible for working with staff to devise, monitor, evaluate and review procedures for White Court Primary School.

Review

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

Policy discussed at the Meeting of the Curriculum Committee – Spring Term 2018

Policy ratified at the Full Governing Body Meeting

