



## Rockwell Green Church of England Primary School

# Geography Policy

Status:	NON-STATUTORY
Responsible person:	Geography Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	September 2022
Date first approved by the Governing Body:	March 2020
Review Period:	Biennially
Review Date:	September 2024

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It explores the relationship between the earth and its peoples through the study of places, space and environment. Geography helps children to make sense of their surroundings and the wider world, and the interdependence of individuals, groups and nations. Learning about the world and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. It also allows them to develop effective enquiry and questioning skills.

Geography is an essential part of a balanced, broad coherent and relevant curriculum and helps to develop cultural capital. It acts as a unifying link between the humanities and physical sciences. It is recognised that Geography is not a restrictive subject and that it appears in many forms and is cross-curricular.

### **OUR AIMS - INTENT**

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

### **IMPLEMENTATION: TEACHING AND LEARNING PROCESSES**

#### **EARLY YEARS**

- Geography is taught in reception 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 DfE's 'Statutory framework for the early years foundation stage'.
- In particular, geography-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community

#### **KEY STAGE 1**

- During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there.
- They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

## KEY STAGE 2

- During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world.
- They find out how people affect the environment and how they are affected by it.
- Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT.
- Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.
- Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.
- Lessons will allow for a wide range of geographical, enquiry-based research activities, including the following:
  - Questioning, predicting and interpreting
  - Pattern seeking
  - Practical experiences
  - Collaborative work
  - Role-play and discussions
  - Problem-solving activities
  - Classifying and grouping
  - Researching using secondary sources
- Lessons will involve the use of a variety of sources, including maps, data, statistics, graphs, pictures and videos.
- The classroom teacher, in collaboration with the geography coordinator, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Setting tasks of varying difficulty depending on the ability group.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.
- Wherever possible, links are made with geography to consolidate and cement understanding by asking the following questions:

## KS1

**When learning about a new place (for example, during non-geography-based units, such as history-based units) we seek to ask and answer these questions:**

### **COWWS:**

- **CONTINENT** – Which continent is it in?
- **OCEANS AND SEAS** – Which oceans or seas are nearby?
- **WEATHER** – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?

- **WHO AND WHAT** – Who (people) and what (animals and plants) live there?
- **SEE** – What would we see there? What is natural? What has been made by humans?

**When learning about a new place (for example, during non-geography-based units, such as history-based units) we aim to carry out these actions:**

- 1<sup>st</sup>: Locate it on a map of the county/region it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- Locate it on a globe (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- Locate it on a plan perspective or on aerial photographs
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

## **KS2**

**When learning about a new place (for example, during non-geography-based units, such as history-based units) we seek to ask and answer these questions:**

### **HOTCLUB:**

- **HEMISPHERE** - Which hemisphere(s) is it in?
- **OTHER PLACES** - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?
- **TIMEZONE** - Which timezone(s) is it in?
- **CLIMATE** - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)
- **LATITUDE** - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?
- **US** - Where is it in relation to our village/town/city/county/country?
- **BODIES OF WATER** - Which bodies of water are nearby?

**When learning about a new place (for example, during non-geography-based units, such as history-based units) we aim to carry out these actions:**

- 1<sup>st</sup>: Locate it on a map of the county/region it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 2<sup>nd</sup>: Locate it on a map of the country it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 3<sup>rd</sup>: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Use computer mapping (e.g. google maps) to zoom in to and out of the place, discussing location in relation to other known places
- Locate it on a political map (and look at nearby countries and borders)

- Locate it on a physical/topographic map (and look at elevation, mountains, rivers, bodies of water)
- Locate it on a climate map (and look at the colours used to show different climatic areas)
- Locate it on a map with a satellite image overlay
- Locate it on a globe (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Locate it on an Ordnance Survey map (and identify its grid reference and use symbols to locate local features)
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

## **GEOGRAPHY CURRICULUM PLANNING**

- The Geography Curriculum follows the new National Curriculum introduced in September 2014. A topic-based approach to curriculum planning is employed within the school. The teaching of Geography is organised through termly or half-termly topics and links can be made with Design & Technology, History and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners.
- Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.
- Key vocabulary is outlined for each unit as part of the knowledge we expect the children to be exposed to and acquire.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

**Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

**Moral development:** Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway or using rainforests to harvest palm oil) and the effects this can have on the surrounding area.

**Social development:** Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

**Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

## **RESOURCES**

Resources specific to individual units are kept in Topic Boxes which are stored at the back of the previous kitchen. A box of books related to each topic are also kept in the Bungalow.

**VISITS and EXPERIENCES**

Whenever possible, visits related to Geography topics are made or visitors are invited into school. Events are also organised within school and within the local area for fieldwork studies. Experiences designed by the teachers are also crucial to support understanding and drama is one example of a medium to do this.

**ASSESSMENT AND RECORD KEEPING**

At Rockwell Green primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy. At the end of each unit teachers will complete an assessment overview making a judgement against the objectives taught making a note of children who are both strongly secure and those that have not met the objectives for the unit.

**MONITORING**

The Geography coordinator at Rockwell Green Primary School is responsible for monitoring curriculum coverage and the knowledge and skills being acquired by the children. Monitoring takes place regularly through sampling children's work, pupil voice, teacher planning, through a book scrutiny and lesson observations.