



Policy Statement

Geography

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"It seems that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest sources of so much in life that makes it worth living."

David Attenborough

Introduction

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them.

At Perton Primary Academy we are working together to enable successful futures for all, therefore value the importance of Geography as stated in The National Curriculum for England 2014.

"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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time."

Our school aims

At Perton Primary Academy, our aim is to equip our children with geographical skills and deepen their understanding, in order to apply to real life contexts. We aim to stimulate their curiosity and imagination in order to adapt to the ever changing, ever growing world they live in. We plan lessons to ensure our children have the excitement and enthusiasm to participate in lifelong learning.

Teaching and Learning

Geography at Perton Primary Academy enables pupils to gain a greater understanding of the ways of life and cultures of the world. Additionally, the study of the local area forms an important part of the curriculum.

Through the teaching we aim to:

- stimulate pupils' curiosity about their immediate surroundings and the wider world.
- create and foster a sense of wonder about the world.

- inspire a sense of responsibility for the environment and people of the world we live in.
- understand what it means to be a positive citizen in the world and demonstrate British values.
- develop pupils' competence in specific geographical skills including fieldwork and map work.
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making
- increase pupils' knowledge of the changing world and promote understanding, concern and respect for the planet and its people.

National curriculum objectives:

In Early Years

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

In Key stage 1 children 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 and human features,

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 and locational and directional language 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

In Key stage 2 children 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

Children should 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.

Planning and Organisation

Our Academy uses a variety of teaching and learning styles consistently throughout the Key stages. The principal aims are to develop skills and understanding, as well as developing technical knowledge. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Cross curricular links are identified within the medium-term plans therefore, planning documentation is subject to continual review and new links are added as part of this process. As a result of this, all children have the opportunity to use a wide range of materials and resources, including ICT.

Early Years

The Early Learning Goals provide the framework for teaching and learning in Reception and Nursery Classes. Teachers follow the framework to ensure children secure a sound understanding through 'Knowledge and understanding of the world'. This is established by maintaining relevant provision to develop this area over the year. The early experiences provided by teachers include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses. They will also plan to use age appropriate software and technology.

KS1 & KS2

Geography is taught as part of the Creative Curriculum, which was implemented in 2014. The curriculum is taken from Cornerstones. The planning is designed to match the subject content to the requirements of the National Curriculum in all year groups.

The medium term planning completed ensures that we provide continuity for breadth and progression across the key stages. Units have been amended, supplemented and updated in order to target the needs of the children within our school. Interpreting medium term plans to meet the needs of individual children is the responsibility of the class teacher. Teachers use their professional judgement to provide work appropriate to the needs and abilities of the pupils in their care.

Field work forms an integral part of the curriculum. Visits outside the school grounds are well planned in advance following all relevant Health and Safety guidelines. Details of individual visits and trips are detailed in the relevant year group's medium term planning.

Assessment and Record keeping

Assessment and record keeping is in accordance with the whole school policy.

Assessment forms part of the planning process and teachers plan to build upon their assessments of the children. Teacher assessment is ongoing throughout those terms when geography is being taught. Peer discussions and self-assessment form vital elements of Assessment for Learning in all subject areas. Marking is used

effectively, alongside the above strategies, to build a full picture of pupil progress and attainment.

Reporting to parents takes place on a termly basis.

This is through two parental consultation evenings and an annual written report.

Teachers assess the Cornerstones topics against the Geography national curriculum expectations.

Equal Opportunities

At Perton Primary Academy, teachers ensure that all children have access to the same broad and balanced curriculum, regardless of sex, ethnic origin or religious belief.

Geography is taught from a number of perspectives and evidence is presented from different points of view. As well as extending the range and depth of children's understanding, geography supports the tolerance of differing opinions.

Perton Primary Academy endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling continuity and progression.

In order to meet the needs of our children we have achieved the 'Enhanced Dyslexia Friendly Schools status.'

Community Links.

The quality of teaching in geography relies heavily on the use of the community as a resource. We maintain good links within the community and use the immediate environment for a wide variety of fieldwork opportunities.

Monitoring and Evaluation

Policy and practice are monitored and evaluated on a regular basis in accordance with the school curriculum development planning cycle. Monitoring currently takes place by review of medium term plans and sampling children's work. Learning walks and book scrutinies occur to assess the quality of work and progression of skills.

The role of the subject leader is to:

- attend relevant training where appropriate and keep up to date with developments within the subject.
- advise staff on teaching, planning and assessment of geography.
- monitor teaching and learning in line with school policy.
- maintain and build on resources

- monitor the progression of skills and knowledge within the subject

Resources

Resources are located:

- in the library - atlases
- in the relevant year group for resources related to specific topics.
- in the Early Years outdoor learning environments of the school
- in Year 1 - clipboards and Infant atlases.

Resources are checked annually and requests for new materials are sent to the Head for consideration. Acquisitions are made according to priority and available funding.

Transfer Information

Long term plans are available on the website for receiving schools.