Geography Policy

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Geography Policy

Through the teaching of Geography at Raddlebarn, we aim to provide opportunities for the children to develop a fascination in the world; an interest in its places, people, and natural and human geography, which will remain with them for the rest of their lives.

The teaching and learning of Geography aims to allow the children to explore, appreciate and understand the world in which we live and how it has evolved and changed over time noting the relationship between the Earth and its people. We aim to stimulate the curiosity and imagination of the children through the learning of geographical skills and through the deepening understanding of different places and themes. One of the main elements of good Geography teaching is for children to learn through 'hands on' experiences, especially through fieldwork, practical activities and local studies.

Teaching of Geography.

The teaching of Geography begins in EYFS where it is known under the umbrella term of 'Understanding the world'. Understanding of the world develops as children take notice of everything around them including places and all the things within them such as trees in the natural environment, and roads and traffic in the built environment. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home – such as the sequence of the traffic lights or names on street signs. This awareness is extended by visiting places and finding out about different elements of environments in books, on TV and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe.

Geography teaching then continues throughout Key Stage 1 and Key Stage 2 where the subject is broken down into 4 'sub categories' – Locational knowledge, Place knowledge, Human and Physical geography, and Geographical skills and fieldwork. These four different aspects of Geography develop children's skills and build on each other to ensure an in-depth understanding and knowledge of the world around them.

Children are taught in classes for Geography and classroom organisation will depend on the needs and abilities of the pupils and also on the aims of the lesson.

In planning geographical work, teachers are mindful of the ways in which pupils learn. The teaching of Geography reflects different teaching and learning styles to ensure full inclusion such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based activities. We encourage children's curiosity, to ask as well as answer geographical questions.

In Key Stage 1, teaching of Geography focus' on children learning about their immediate locality, the United Kingdom as well as general understanding of the world. Children are introduced to subject specific vocabulary, as well as using first-hand observation to find out more about the world around them.

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 including Orienteering to navigate around the area.

In Key Stage 2 pupils will 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 will 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 and using Orienteering to navigate a local area.

Inclusion

At our school, we are all Geographers; therefore whatever the ability and needs of our children, they all receive the same level of high-quality teaching and learning. Our Geography curriculum is broad and balanced, and teachers make adaptations to lessons and provide appropriate challenge to ensure all pupils (including those with SEND) are able to make progress.

Assessment

To ensure progression across the school from EYFS to Year 6, we track and monitor the coverage of the National Curriculum and Early Years objectives during the year. This then allows the teachers and coordinator to monitor and support, and identify further provision needed.