



# Culgaith C of E Primary School

## Geography Policy

This policy reflects the philosophy and values in relation to the teaching and learning of geography in the school. It gives a framework within which all staff work and guidance on planning, teaching and assessment. The policy is intended to be read in conjunction with medium term planning which gives details of what pupils will be taught.

### **The Importance of Geography**

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. 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. 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. As such, it prepares pupils for adult life and employment.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

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**

- To enable children to develop their knowledge and understanding of the world they live in through investigation of that world
- To gain a perspective in which children can place local, national and international events
- To provide a geography curriculum which is interesting, broad, balanced, relevant and differentiated
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- To fulfill the requirements of the National Curriculum for Geography
- To measure the progressive development of geographical concepts, knowledge, skills and aptitudes

To enable children to work geographically in a range of appropriate contexts, using a wide variety of materials and equipment

To promote positive attitudes towards, and enthusiasm for geographical work in school

To gain understanding of the processes that have produced pattern and a variety on the Earth's surface and those which can bring about change

To become acquainted with a variety of plans and maps, including large-scale local maps and be able to apply skills of map-reading and interpretation to globes, aerial photographs and atlas maps and to identify geographical features.

To gain understanding of the processes that give rise to key physical and human geographical features of the world

## **The National Curriculum (Post 2014)**

### **Foundation Stage**

Refer to the curriculum guidance for the foundation stage in the personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world sections. It will be assessed using the Foundation Stage Profile, through Knowledge and Understanding. Observations are uploaded onto Tapestry, online Learning Journey.

### **Key Stage 1 and 2**

All children have access to geography as a foundation stage subject in the National Curriculum. The programme of study sets out four sorts of requirements:

Locational knowledge - understanding and location of countries, continents, oceans and regions within the world/

Place knowledge - Understanding similarities and differences through studying human and physical geography.

Human and physical geography - identifying and comparing human and physical geography types throughout the world.

Geographical skills and field work - taking part in field work studies and using a variety of resources to help aid this.

### **Key Stage 1 pupils should be able to:**

- develop knowledge about the world, the United Kingdom and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- 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
- 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

- 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
- 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 be able to:**

- 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)
- 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
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of 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
- 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**

Geography is mainly taught through topics. Long term plans are drawn up by the whole staff and then are monitored by the Geography coordinator. Medium term plans, drawn up by the teacher. These draw from long term plans, which are written by the whole teaching staff during Planning Day. In doing this the teacher will use continuous assessment to inform them of where to go next to inform their planning. At the beginning of any topic, we aim to find out children's current ideas about a subject, to enable us to build on their skills and knowledge. Projects such as Global Schools, Eden Rivers Trust and links with Snap Science enable a broad curriculum for the teaching of skills and knowledge of Geography. Class 3 and 4 attend residential to cities, countryside and foreign countries. These and other field trips provide the opportunity to enrich the Geography Curriculum.

## **Teaching Methods**

In order to achieve the aims outlined previously, the teaching of geography is approached in a flexible way throughout the school within each class. Children are given the opportunity to work as a class, as part of a group or as individuals. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied and the resources being used. Some geography teaching will be of a cross curricular nature, while some will be specifically planned to develop certain geographical skills, concepts, knowledge or attitudes.

The importance of field work is appreciated and in order to facilitate this, help and advice about the local area will be given to staff as appropriate.

Children will be encouraged to record and communicate their work in a variety of ways and for a range of purposes.

## **Cross curricular planning**

Where appropriate, teachers identify activities that link with other areas of the curriculum. Geography provides opportunities for teaching;

- Environmental education
- Economic and industrial understanding
- Health education
- Citizenship
- European awareness
- Education for ethnic diversity
- Equal opportunities

History  
English  
Maths  
Computing  
PE  
Art  
Design Technology  
Global Schools - Oxfam web site for resources  
CEDEC website - resources and support

## **Computing**

We believe that computing is an essential part of the primary curriculum. It can enhance all skills and knowledge to be developed. The Computing and geography co-ordinator assist staff to ensure that all resources are used effectively, including iPad apps to aid the teaching.

## **Teaching geography to children with special educational needs**

We teach geography to all children, whatever their ability. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

## **Assessment and Recording**

We assess children's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. We use these judgements as a basis for assessing the progress of the child and this information is used when writing the end of year reports to parents and to inform future planning.

## **Resources**

There are sufficient resources for geography teaching in the school. We keep these resources in a central store, where there are resources for the units of work. The library contains a good supply of topic books and software to support children's individual research. E.G. Atlas' regularly updated to stay current.

## **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **Equality Impact Statement**

Following discussion, we consider that this policy will have no negative impact on equality for any pupil or group of pupils.

**This Policy was ratified by governors on 15th November 2022**

Signed: Linette Hall, Chair of Governors

Date: 16th November 2022

Policy to be reviewed May 2025